DOCUMENT RESUME

ED 227 587 EA 015 512

AUTHOR Putman, Kim E.
TITLE Management Module: Application Approval. A Study of State Management Practices: Looking Back at Title I and Toward Chapter 1.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Department of Education, Washington, DC.
REPORT NO AIR-857-8/82-RP
PUB DATE Aug 82
CONTRACT 300-80-0601
NOTE 284p.; Some exhibits will not reproduce due to small, blurred print of original document. For related documents, see EA 015 513-516.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Administrator Guides; Compliance (Legal); Elementary Secondary Education; Evaluation; *Federal Programs; *Federal Regulation; Innovation; *Management Systems; Program Administration; *Program Proposals; *Records (Forms); School Districts; State Departments of Education
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

ABSTRACT

Title I of the Elementary and Secondary Education Act of 1965 made funds available to local education agencies (LEAs) to meet the educational needs of educationally deprived children. In 1981, Title I was superseded by Chapter 1 of the Education Consolidation and Improvement Act. Five volumes--a final report and four management modules--were the products of an evaluation report documenting how States met the requirements of the Title I law, as amended in 1978, and identifying exemplary State management practices and documents. Each module is organized in three sections: a brief history of the management responsibility from Title I to Chapter 1; States' preliminary plans for operating under Chapter 1; and examples of successful materials and practices used by States under Title I. The module, "Application Approval," presented in this volume, contains responses from State personnel concerning whether they would include application approval in their future program management, examples of methods and formats used by States to document individual project information in Title I applications to LEAs, and complete Chapter 1 applications from five States. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227587

A Study of State Management Practices:
Looking Back at Title I and Toward Chapter 1

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

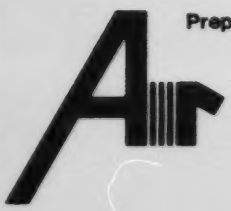
MANAGEMENT MODULE: Application Approval

Kim E. Putman

August 1982

EA 015 512

Prepared for the U.S. Department of Education under Contract 300-80-0601 by



American Institutes for Research
Box 1113, Palo Alto, California 94302

AIR-857-8/82-RP

MANAGEMENT MODULE: APPLICATION APPROVAL

Kim E. Putman

The project has been funded at least in part with Federal funds from the Department of Education under Contract Number 300-80-0601. The contents of this publication do not necessarily reflect the views or policies of the Department of Education nor does the mention of trade names, commercial products or organizations imply endorsement by the U.S. Government.

August 1982

TABLE OF CONTENTS

	Page
Acknowledgements	v
Introduction	vi
I. The History of Application Approval: Title I to ECIA Chapter 1	3
• Background	3
• Title I Legislation	4
• Chapter 1 Legislation	8
II. States' Preliminary Plans Regarding Chapter 1 Application Approval Activities	11
III. Examples of Application Approval Practices and Materials	15
• Title I Applications	15
-- Funds Allocation	19
-- Targeting and Eligibility	37
-- Program Design and Implementation	59
-- Evaluation	89
-- Parent Involvement	99
• Chapter 1 Applications	111
References	247
Appendix A: Sources of Information on Chapter 1 Applications	249

Acknowledgments

The State Management Practices Study could not have been completed without the cooperation, support, and hard work of many individuals. To all of the individuals involved in the study, we would like to express our thanks and appreciation. We would like to pay special tribute to the following:

- The project's Advisory Panel provided valuable assistance in the initial planning for both phases of the study's operation, and we would like to express our appreciation to its members: Richard Buckley, District Title I Coordinator, Brockton, Massachusetts; A.J. Comfort, Jr., State Title I Coordinator, Jackson, Mississippi; Mattie Divine, Title I parent, St. Louis, Missouri; Oliver Himley, Committee on Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers, Des Moines, Iowa; Clarence Morris, State Title I Coordinator, Little Rock, Arkansas; and Special Advisor, Richard Jung, National Advisory Council in the Education of Disadvantaged Children, Washington, D.C.

- The subcommittee appointed by the Committee on Evaluation and Information Systems (CEIS) offered helpful guidance regarding our data collection efforts. Its members included: Oliver Himley (Chair), Des Moines, Iowa; Fred Buehling, Salem, Oregon; Rose Maye, Springfield, Illinois; JoLeta Reynolds, Nashville, Tennessee; Paul Rost, Santa Fe, New Mexico.

- The study's final products were reviewed by individuals who helped to shape their content and format. We would like to express our appreciation to: Fred Buehling, State Title I Coordinator, Salem, Oregon; A.J. Comfort, State Title I Coordinator, Jackson, Mississippi; Oliver Himley, State Title I Coordinator, Des Moines, Iowa; Robert Marley, State Title I Coordinator, Raleigh, North Carolina; Clarence Morris, State Title I Coordinator, Little Rock, Arkansas; Rodney Small and Terry Livingston, Office of the Regional Inspector General for Audit, Region VII; Wilbert Cheatham, James Ogura, Benjamin Rice, and other members of the Office of Compensatory Education, U.S. Department of Education.

- Several AIR staff members deserve special recognition for their contributions:

  Agnes Frye and Carolyn McFarlane reviewed state materials for inclusion in the management modules.

  Kim Putman and Judith Flagle, with the assistance of the report authors, coded the data from the initial telephone interviews.

Pat Thompson, Chris Petersen, Betty Smith, and Judy Steenson coded the district-level data and the data collected onsite from state agencies.

Emily Campbell designed the layouts for the report covers.

Marilyn Christian and Agnes Frye served as project administrative associates and produced these final products. They were ably assisted by Alice Frimmersdorf, Nancy Carr, and Velma Horton.

Judith Appleby, Terry Armstrong, Griffin Dix, Peter Enemark, Barbara Fetherston, Kim Putman, and Susan Mileff assisted with the early phases of the project and with the data collection.

David Brandt, Pat Thompson, and Donald McLaughlin served as technical advisors and data specialists to the project.

- Our utmost appreciation is expressed to the Title I/Chapter 1 coordinators and their staffs who gave of their time to discuss management issues with us. In the 20 states where onsite visits were made, we want to extend our appreciation to the local coordinators and staff who also assisted us greatly. Without such outstanding cooperation, the study would not have been possible. We want to thank everyone we interviewed and hope the results of the study and the management materials produced as part of this study will be useful to them.

- A special mention of appreciation is also extended to Carmen J. Finley, the Study's Principal Investigator and Director of the Education Management and Evaluation Group within AIR where the State Management Practices Study was administered. Without her encouragement and support, this study would have been neither undertaken nor completed.

- Last, but not least, we would like to thank Dr. Judith I. Anderson of the Office of Planning, Budget, and Evaluation in the Department of Education, for her support and guidance throughout the study.

To these individuals and the many others who contributed in a multitude of ways, thank you. We reserve for ourselves, however, the blame for any shortcomings.

Barbara L. Bessey
Director

Laurie R. Harrison
Assistant Director

Introduction

This management module is one of four produced by the State Title I Management Practices Study to provide information on various options that states may use to manage their Chapter 1 programs. The four modules are on the following topics:

- Application Approval,
- Monitoring,
- Parent Involvement, and
- Enforcement.

Each management module contains examples of materials produced by Title I coordinators, their staff, or their districts as part of their administration of the Title I program.

Chapter 1 of the Education Consolidation and Improvement Act replaces Title I of the Elementary and Secondary Education Act. Under Chapter 1, more management decisions are left to states. However, some states will have fewer state administrative funds under Chapter 1 than they did under Title I. These states may have to cut back on their members of staff, which may mean that staff with specialized expertise--in monitoring or parent involvement, for example--will be let go in favor of more "generalist" types of staff. Because of this potential loss of Title I experience, four management modules were developed to present a picture of some of the more creative practices and approaches used in past administration of Title I programs. While some of these requirements are not present in Chapter 1 or not included to the same extent as they had under the 1978 Title I statute (Public Law 95-561), the results of the State Management Practices Study indicate that most of the Title I coordinators reported plans to continue activities in these areas under Chapter 1 (Bessey, Brandt, Thompson, Harrison, Putman, & Appleby, 1982). It is hoped that the practices and examples included in these management modules can be adopted or adapted by interested states at minimal cost, or that states wishing to develop new practices may find some successful past examples presented herein after which these new practices can be modeled.

Content of the Management Modules

Each module is organized into three sections:

- a brief history of the management responsibility from Title I to Chapter 1,
- states' preliminary plans for operating under Chapter 1 as collected by the State Management Practices Study through in-depth telephone interviews with 49 Title I coordinators and through follow-up interviews conducted onsite to a nationally representative sample of 20 states, and

- examples of successful materials and practices used by states under Title I.

Selection of the Examples for Inclusion in the Management Modules

As part of the State Management Practices Study, all state agencies receiving Title I funds were asked to send AIR materials, documents, handbooks, forms, applications, instructions, rules, checklists, and so on that they used in their administration of Title I programs. These materials were supplemented with other materials collected by the U.S. Department of Education, such as the Monitoring and Enforcement Plans, and specific materials solicited by the study staff that surfaced during the telephone interviews or the onsite visits.

All of the materials and examples included in these modules are noteworthy—they were selected from thousands of documents collected from states. In some cases, the choices were difficult, since several states had similar materials that were all considered to be exemplary. The final materials were selected on the basis of:

- their interesting or unusual content,
- their interesting or unusual format,
- ease of reproduction, and
- a desire to present a variety of techniques and materials.

It is important to emphasize, however, that some very successful practices or materials from states may have been overlooked—either because they were not submitted to AIR as part of the study's initial requests for materials or because an attempt was made to select materials from the largest number of states possible to ensure greater variety.

Use of the Management Modules

It is intended that the materials and examples included in each module will stimulate state Chapter 1 staffs to generate new and creative ideas for successful management of their Chapter 1 programs. Some of the examples are presented in their entirety for ease in xeroxing if desired. Other examples are merely illustrative of a particular point or practice. In any case, states are encouraged to contact the Chapter 1 offices in state agencies that developed the materials to request more information. A list of the addresses for each of the states for which examples are included in the modules is presented as Appendix A for informational purposes.

I. The History of Application Approval: ESEA Title I to ECIA Chapter 1

Background

SEAs have played a critical role in ensuring the federal Department of Education (ED) and the public that Title I funds appropriated by the federal government would be utilized by local projects in accordance with the intent and the terms of the law. The LEA application is the vehicle by which SEAs may fulfill this responsibility. The SEAs, in closer contact with districts than ED, were vested with the responsibilities of approving local project applications, as well as assisting and monitoring projects. With this arrangement, the federal government received assurance of state and local program compliance from the SEAs by way of the state plans, and the SEAs received assurance of local compliance from LEAs by way of the LEA applications. While it was left to each SEA to determine the contents of its LEA application, the state had to request enough information from the LEA in order to comply with its own assurance to ED of LEA compliance.

In practice, the LEA application serves a variety of other functions. It may be used as a planning document for LEAs. In the course of completing the application, local project staff must make many decisions regarding future program operation and expenditure of federal funds. In preparing a description of project activities, LEAs provide SEAs with an overview of the program design. In addition, when completed, the application provides a measuring post against which projects may examine themselves in terms of progress in accomplishment of objectives, completion of activities, and conduct of actual projects in accordance with planned projects.

For SEAs, the LEA application is an extremely valuable document. During the process of SEA approval of applications, state staff may assist or participate in LEA planning activities. This early contact facilitates LEA-SEA relations, which are critical to the operation of this program and to the success of future SEA activities in the district. Often this contact provides SEAs with an opportunity to oversee the quality of the program design and provide technical assistance to improve planned local services to eligible participant students.

In addition, the LEA application is a major ingredient of the SEA enforcement system. In approving applications, the state assumes responsibility for reviewing the planned project for compliance with applicable requirements prior to the expenditure of federal funds. Once approved, the application serves as an agreement between the SEA and the LEA that the project will be conducted as specified and approved, and therefore federal funds will be spent legally. The application may later be used during monitoring and auditing visits by the SEA in order to check that the LEA has implemented the project as approved. As such, the approved LEA application has been viewed as a legally significant document, not unlike a contract or an agreement, the breach of which places the SEA in the position of enforcing compliance on the part of the LEA, through delay

or withholding of future application approval, or other enforcement sanctions (Gaffney, Thomas, & Silverstein, 1977).

The LEA may also rely, to some extent, upon the approved application as a form of protection from gross violations that might otherwise be noted through costly audit exceptions. In other words, when a project is conducted in conformance to the approved application, an LEA should feel assured that the project is substantially in compliance with applicable requirements. As evidenced by SEA negotiation and revisions to LEA applications, the SEA approval process has made tremendous contributions to the level of compliance among operational Title I projects.

Title I Legislation

The legislative language related to SEA approval of LEA applications has not changed dramatically since 1965. In order to award funds to an LEA under P.L. 89-10, the state had to receive, review, and approve a current LEA application that described activities to be conducted with federal funds. In approval, the SEA had to determine that the planned LEA project was in compliance with applicable requirements. The application was to cover one year of program operation. Prior to application disapproval, the SEA had to afford the LEA opportunity for a hearing.

Section 164 of the 1978 legislation expanded the state role in application approval by specifying an interrelationship between this responsibility and other state responsibilities. This provision required that, prior to approval of an application, the SEA review relevant reports from ED program reviews, monitoring, federal and state audits, evaluation, and complaints of non-compliance. Thus, the LEA application became a focal point for program administration.

The expanded state role in application approval stemmed, in part, from a history of problems with states' approval of applications. Since states design their own application forms and procedures, it has been observed that the extent to which applications meet various legal requirements varied. As noted by the House Committee on Education and Labor,

> some states' application forms requested only limited information from local school districts and may result in these states approving programs that do not meet all requirements.
>
> (House Committee on Education and Labor, 1978, Report 95-1137, p. 41)

While the requirements relating to the SEAs' responsibility for approval of LEA applications underwent only minor changes between 1965 and 1978, the number of LEA assurances and requirements was increased and expanded over the years. For example, the 1974 Title I legislation in Section 141(a) presented LEA requirements that had to be met in order that the SEA approve an LEA application. These provisions pertained to:

-- Funds Allocation

- maintenance of effort
- excess costs
- supplement, not supplant
- comparability

-- Targeting and Eligibility

- designating school attendance areas
- private school participation

-- Program Design and Implementation

- purpose of program and program design
- needs assessment (implied)
- planning
- sufficient size, scope, and quality
- information dissemination
- training of education aides and professionals
- control of funds and property
- construction
- jointly operated programs
- accountability (reporting, recordkeeping, and access to information)
- individualized plans (encouraged)

-- Evaluation

-- Parent Participation

- parent involvement
- parent advisory councils

Several of the above requirements were combined in a few very brief provisions in the 1974 law. The 1978 Title I legislation expanded on all of the above requirements, and added the following:

- children to be served,
- school-wide projects,
- expenditures related to ranking project areas and schools,
- teacher and school board participation;
- complaint resolution,
- noninstructional duties, and
- sustaining gains (evaluation).

The addition of the above requirements resulted in an increase in the length and detail of the law. However, the intention was to provide the

SEAs and LEAs with clearer, more precise guidance to address areas of program need absent from previous legislation, and, in many cases, to increase flexibility of program management (House Committee on Education and Labor, 1978).

As the number of LEA requirements expanded, so could the length, complexity and burdensome nature of the LEA application. However, in recognition of concerns among Title I program managers of excessive paperwork burdens and the new demands placed on LEAs by the 1978 law, Congress added a provision of flexibility permitting the use of a three-year LEA application cycle, with annual updates or amendments representing only program changes. This meant that the LEAs would need to complete lengthy and detailed Title I applications only once every three years, and, during the subsequent two years, they had to submit only brief documentation of budgetary information and descriptions of any program changes that might result, for example, from incorporation of evaluation or needs assessment findings, or changes in the population served.

The proposed regulations for the 1978 Title I Amendments that were to provide additional guidance on program implementation were published in 1979.[1] By way of Congressional resolution, the issuance of final program regulations was delayed for a number of reasons; chief among them were complaints that the draft was "confusing, misleading, incomplete, and in some respects incorrect," that it could not be "understood without reference to at least five other documents," and that it was lacking in required "standards" and examples which explain the manner in which the regulations operate (Committee on Education and Labor, 1979, p. 2).

Between 1978 when Title I was amended and 1981 when final regulations were issued, SEAs and LEAs relied upon the language of P.L. 95-561, guidance or ideas they could obtain from ED or infer from the proposed regulations, and other binding requirements, such as the General Education Provisions Act (GEPA) and regulations, and the Education Department General Administrative Regulations (EDGAR). The Policy Manual, which was to provide states with sample application formats and supporting materials, was never published. Each of the available documents is reviewed briefly below.

Section 121 of P.L. 95-561 specifically required that the application be consistent with assurances referenced in Section 436 of GEPA, relating to LEA applications. GEPA required applications to assure that:

---

[1] The regulations that provided additional information and guidance on the evaluation of Title I programs were published separately from the program regulations. The final evaluation regulations were published on 12 October 1979.

- projects are administered in accordance with applicable requirements;
- control of funds and property remain in the public agency;
- appropriate fiscal control and fund accounting procedures be employed;
- the applicant agencies maintain accountability, including reporting, recordkeeping and access to information;
- teachers, parents, and interested parties be given opportunity to assist in program planning;
- the public have access to project applications and reports;
- necessary construction be consistent with the State Plan, take architectural excellence into consideration and be handicapped-accessible; and
- the project have procedures for providing information to project staff regarding research and demonstrations, and have procedures for adopting promising practices.

In 1975, the GEPA regulations (General Provisions for Office of Education Programs Regulations) contained provisions relating to (1) subgrantee (LEA) recordkeeping, (2) allowable costs, (3) property management, (4) payment methods to subgrantees (LEAs), (5) financial management systems, (6) accountability of funds, and (7) applicability of other requirements.

In 1980, the federal Education Division published final revised GEPA regulations entitled Education Division General Administrative Regulations (subsequently renamed Education Department General Administrative Regulations as a result of the Department of Education Organization Act). Sections 100b.300 through 100b.305 relate to the LEA general application submitted for subgrants under state administered programs. These regulations include assurances to be made in the application, SEA notice to LEA of award, joint LEA applications, public access to the application, and amendments to the application. Section 100b.400 contains regulations on SEA review, approval and disapproval of LEA applications. Section 100B.401 provides detailed regulations on application disapproval and opportunity for LEA hearing.

In 1981, the final Title I regulations were issued. They had clarified the previous draft, incorporated the other applicable requirements referenced in the draft, and provided standards and examples for certain responsibilities. The response to the final regulations on the part of the program people who had requested the changes was not positive:

> ... state and local education agencies pleaded for self-contained regulations. When they got the regs, they pointed with horror to how long and burdensome they were. (Robinson, 1982, p. 4)

The 1981 final Title I Regulations were lengthy and quite detailed, providing substantial guidance for implementation of the 1978 legislation. Several provisions are relevant to application approval.

Sections 200.110 through 200.113 relate to SEA approval of LEA applications. These regulations specify standards for approval, factors to be considered in approval, effective date of approved application, procedures related to opportunity for a hearing on application disapproval and appeal to ED, and contents of amendments and updates to the application. While many of the regulations echo the language of the statute, considerable elaboration for implementation is provided. In addition, regulations on amendments to the application stipulate that annual updates contain, at a minimum, assurances on maintenance of fiscal effort, amount of carryover funds and funds requested, and a budget of expenditures of Title I funds. It further discusses application amendments necessary to document specific program changes.

The greatest expansion of the 1981 regulations relevant here was LEA requirements. For every LEA requirement of the statute, lengthy and detailed guidance was incorporated in the regulations, purportedly to increase administrative flexibility and provide sufficient implementation examples. Many of these are discussed briefly in Part III of this module.

Chapter 1 Legislation

Title I projects operated under the 1978 statute and 1981 regulations for only a brief time when, as a result of change in federal administration and administrative priorities, the Education Consolidation and Improvement Act of 1981 was passed.

ECIA Chapter 1 contains substantially fewer requirements relating to LEA application approval, all in Section 556. It requires LEAs to have on file in the SEA an approved application, covering not more than three years, and describing the local program. The SEA may approve applications when satisfactorily assured that the LEA will keep records relevant to fiscal audit and evaluation and provide access by the SEA. Certain local requirements must also be met:

- targeting attendance areas;
- conduct of needs assessment;
- identification of children to be served;
- design of projects of sufficient size, scope and quality;
- consultation with parents and teachers;
- conduct of evaluation and sustained-effects studies; and
- participation of private school children.

In designing LEA applications, which provide satisfactory assurance of compliance with these requirements, the SEA has considerable flexibility in determining the amount of information it requires. ECIA applications available at the time of this publication are reviewed later in the module, particular attention to this issue of amount of information required for SEA assurance of LEA compliance.

In April 1982, ED released Nonregulatory Guidance for ECIA, a document that provides assistance regarding state and local program requirements.

On 29 July 1982, ED published the regulations for ECIA Chapter 1. In Sections 200.12 through 200.14, the regulations reiterate and expand the requirements of law regarding LEA applications and SEA approval. The primary addition made is a requirement that LEAs submit annual updates showing (1) that the fiscal effort was maintained, (2) presenting a budget for the upcoming project year, and (3) documenting and substantiating changes in the number and needs of children to be served or services to be provided. Regulations relevant to individual LEA requirements are discussed in Part III of this module.

These regulations provide guidance to SEAs as they develop their Chapter 1 management systems and their Chapter 1 applications.

II. States' Preliminary Plans Regarding Chapter 1 Application Approval Activities

As states plan their Chapter 1 management, coordinators are looking to each other for further information regarding SEA responsibilities, clarification of unresolved issues, and creative ideas for implementation. States have asked members of the State Management Practices Study to report information on other states' plans.

The study addressed the area of SEA approval of LEA applications under ESEA Title I. State Title I coordinators indicated in telephone interviews what application approval activities they would continue if none were specifically required by law. These data may provide states with ideas for alternative practices as well as indicating the extent of commonality of various attitudes toward SEA approval of applications.

In addition, the study collected data onsite from 20 state Title I coordinators regarding their plans for operation under Chapter 1. While these data are based upon only preliminary planning, they reflect the direction of management chosen by this sample of states as of the date of the interview. All interviews were conducted between September 1981 and May 1982.

States were asked whether they would include application approval in their program management if no or minimal legal requirements existed. Since the provisions of Chapter 1 were not in existence at the time of the early interviews, the answers to this question were purely speculative. As part of the interviews that were conducted onsite with a representative sample of 20 states, state-level personnel were queried specifically about their continuation plans under Chapter 1. By this time, the Chapter 1 requirements were a little better understood, and state coordinators were beginning to make plans as to what aspects of their Title I practices would or would not be included as part of Chapter 1 management.

The discussion on continuation plans is presented in two parts. The speculative answers provided by the 49 Title I coordinators during the telephone interviews are summarized first, followed by information obtained from the 20 state Title I coordinators in response to specific probes about their Chapter 1 application approval plans.

The answers of the coordinators to the theoretical question, whether they would continue to include application approval if it were not expressly required by law, are summarized in Table 1.

Table 1

Application Approval Continuation Plans

Plan	Number of States	
• Don't know	2	
• Not continue	1	
• Continuation (plans unspecified)	3	
• Similar to current practice	24	
- Request the same amount of information as is currently being requested		19
- Request more than assurances		4
- Request information on targeting		8
- Request information to ensure supplemental nature of program		7
- Request fiscal information		7
- Request information on program design		7
- Request information on needs assessment		7
- Request information on evaluation plans		4
- Require maintanance of effort		1
• Modified practices	15	
- Rely more on assurances		7
- Relax rules to add more flexibility		6
- Include nonpoverty children		2
- Balance accountability and paperwork		1
• Different practices	4	
- Delete comparability		2
- Delete PACs		2
- Delete all parent involvement		1
- Delete maintenance of effort		1
- Include LEAs in decision process		3
- No application per se--only a list of assurances		1
- Make general aid		1

From the table it is apparent that all but three coordinators definitely would plan to continue application approval. Continuation for 24 of the states is expected to take the same form as at present, while 19 indicated they would change some feature of their current practice.

The two coordinators who indicated that they were uncertain of their continuation plans also indicated that whatever continuation plans were made would depend upon the wishes of their Chief State School Officers or other state-level policymakers.

The four states that would change their current practices, in general, favored involving LEAs more directly. With respect to state demographics, these states differed from the remaining two groups in the configuration of percent state and percent local funds. The states that would do application approval differently had a significantly higher percentage local funds than each of the other two groups and a significantly lower percentage of state funds than the two remaining groups.

During subsequently conducted onsite interviews to a sample of 20 states, the Title I coordinators were probed about their plans for approving applications under Chapter 1. Since application approval is a required activity, the questions probed what changes to their management they might anticipate making, and what problems they might anticipate in carrying out their application approval activities.

Assurances, while certainly easier for states to process, generated much discussion from the coordinators. One point of view was that the states would receive pressure from their districts, or possibly other state decisionmakers, to collect assurances. The other point of view, expressed vehemently by one coordinator, was "I need more than a bunch of checklists. How can I be assured that my locals are really in compliance if all I get are lots of "yesses" and "noes?"

Most states in the sample of 20 states indicated they wanted to simplify their application forms or the approval process in some way to reduce their paperwork and to make it easier for their districts to complete the application. Other than relying on assurances, shortening the application form to include collection of hard data on only the few items required by law was frequently mentioned. One creative solution, proposed by one Title I coordinator early in the planning process, consisted of staggering the submission times for various portions of the application. In this way, both districts and states (with limited budgets and staff) could spread out the processing and the paperwork more evenly over a longer time period.

Several states in the sample with state compensatory education programs planned to continue a joint application with Chapter 1 and their state compensatory program. Previously the state mandates for their state compensatory education program matched those for Title I, which facilitated a joint application effort. One problem that was expressed by one of these states concerned the fact that the lesser Chapter 1 requirements were now at odds with their state mandates (e.g., parent councils)--a problem that was not resolved at the time of the interview.

In addition to the problems noted above, two other major application approval problems were anticipated. First, extremely active (and generally large) LEAs may apply pressure on states not to include <u>any</u> items not required by law in their applications. Without the perceived enforcement

sanctions discussed in the last chapter, coordinators expressed uncertainty in their rights to continue with an application identical in size and detail to the one used for Title I. Second, with fewer staff to approve applications, state coordinators may be forced to consider ways of shortening their applications, through use of assurances for example, even though they do not feel they are valid indications of compliance.

LEA applications will continue to be approved by all SEAs, because the activity is mandated by Chapter 1. Section III of this module presents portions from Title I applications states used, followed by a sample of those Chapter 1 LEA applications provided by states to the Study.

III. Examples of Application Approval Practices and Materials

This section of the module presents excerpts from Title I LEA applications used between 1978 and 1981, followed by a sample of Chapter 1 applications.

Title I Applications

The following pages present examples of methods and formats used by states to document individual project information in the Title I LEA application. In reviewing documents, the State Management Practices Study developed a system to identify LEA applications containing enough requests for information to demonstrate LEA compliance with each of 21 specific requirements:

- Funds Allocation
  - maintenance of effort
  - excess costs
  - comparability
- Targeting and Eligibility
  - using low-income measures for identifying school attendance areas
  - serving high-ranked eligible schools
  - serving students in greatest need first
  - private school participation
- Program Design and Implementation
  - program description
  - designed to meet the special needs of educationally deprived students
  - specifically determine childrens' needs for program design
  - coordination with other programs
  - teacher and school board participation
  - training aides with teachers
  - written complaint resolution procedures
- Evaluation
  - evaluation of effectiveness in meeting special needs
  - measure of sustained effects
  - use of evaluation for program improvement
- Parent Involvement
  - parent participation
  - district advisory council
  - school advisory council
  - advisory council responsibilities

While this is not an exhaustive list of LEA requirements, the Study opted to review requirements that were commonly represented in LEA applications, were easily identifiable, and were relatively straightforward to examine. While the provisions of statute related to the areas listed above do not necessarily require that each be represented in states' LEA applications, Section 121 of P.L. 95-561 references SEA responsibility to insure that the requirements of the relevant provisions are met:

> An application or amendment thereto shall be approved by the state educational agency upon its determination that the application provides for the use of such funds in a manner which meets the requirements of this subpart.

The areas reviewed by the Study are all contained in provisions of P.L. 95-561, Subpart 3 - Program Requirements and Applications.

The Study worked with all of the LEA application-related documents that were provided by the states. Each state's LEA application documents were reviewed independently, and received ratings based upon the amount of information requested in the application documents. Presented in this module are examples of methods states used to collect an adequate amount of information in order to determine completely project activities and their compliance with those requirements. The examples for each LEA requirement are preceded by a brief discussion of the requirement in the 1978 law, the changes in the 1981 law and the criteria used by reviewers.

Application examples were selected for the following reasons:

- comprehensiveness of information request,
- brevity,
- clarity of wording,
- attractiveness or uniqueness of graphic presentation, or
- richness of supplementary information collected or uniqueness of data set.

<u>These examples do not represent the only methods states used, nor should they be considered the norm for all LEA applications in the future.</u> They should simply be viewed as a collection of varied formats and wordings for collecting Title I information. This collection may serve as a resource for states that plan to revise their applications as a result of new Chapter 1 requirements and that want to continue to request information related to any of the 21 areas listed above. Since ECIA has changed requirements that appeared in states' Title I applications, state coordinators should exercise their own discretion in determining portions of the examples presented that are applicable to Chapter 1 programs.

<u>The Study staff is well aware of the fact that the LEA application may not be the only legally significant document used by the states to carry out their oversight and enforcement responsibilities.</u> For example, data

on comparability requirements were often "absent" from application documents because other contractual documents were used by SEAs. In addition, the Study was able to review only those LEA application-related documents provided by states; these included three-year forms, annual updates or amendment forms, and application instructions. Not all of these were available from every state. As a result of these recognized limitations, the state applications represented in the examples presented here may not represent the total number of states who collected a sufficient amount of information on each LEA requirement. The examples represent only those states' LEA applications that were provided to the Study, that were reviewed by Study staff, and that requested enough information to determine LEA compliance.

All Title I coordinators submitted application materials for review by the State Management Practices Study, and we would like to acknowledge their contribution to our efforts and to this document.

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming
District of Columbia

The following exhibits were selected from the application materials submitted by these states.

FUNDS ALLOCATION

Funds Allocation

Maintenance of Effort

P.L. 95-561. Section 126(a) of P.L. 95-561 required that the LEAs' "combined fiscal effort per student or the aggregate expenditures--of that agency and the state with respect to the provision of free public education by that agency [LEA] for the preceding fiscal year was not less than such combined fiscal effort...for that purpose for the second preceding fiscal year." The statute also discussed waivers of the requirement that may be granted by ED.

Section 201.110 of the 1981 regulations merely referenced Section 126(a) of the law.

ECIA of 1981. Section 558(a) of Chapter 1 requires that the LEAs' "combined fiscal effort per student or the aggregate expenditures of that agency and the state with respect to provision of free public education by that agency for the preceding fiscal year was not less than 90 per centum of such combined fiscal effort or aggregate expenditures for the second preceding year." The new law also contains the requirements of a reduction of Chapter 1 allocation in the exact proportion to which the LEA fails to meet "the maintenance of 90% effort mandate, and waivers that may be granted by the SEA in cases of "exceptional or uncontrollable circumstance...or a precipitous and unforeseen decline in financial resources."

Section 200.60 of the regulations expand upon and provide examples of the meaning of preceding fiscal year, consequences of failure to maintain effort, and conditions and procedures for application for waiver.

The Draft Chapter 1 Handbook provides extensive guidance regarding expenditures to be considered in calculations, reduction of current allocation as a result of failure to maintain effort, effect of failure to maintain effort on the base to be used in subsequent years, standards for granting a waiver, effect of a waiver on a LEA's current Chapter 1 allocation, and effect of a waiver on the base to be used in subsequent years. The Handbook is an important resource for consideration of the maintenance of effort requirements.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it either requested amount of district expenditures for past two years of state and local funds in the aggregate or per pupil or was to be completed on the application by the SEA.

Examples. Forty-two state applications were rated sufficient in this area. On all of these applications, a fill-in-the-blank format was used. Thirty five states asked that the LEA provide the information, with varying amounts of data being requested by different states (see Exhibits 1, 2, and 3). Most states used an item identical to Exhibit 3.

Exhibit 1

Report of Average Per Pupil Expenditure

	Year (1)	CURRENT EXPENDITURES: TOTAL (2)	From Federal Funds (See Instructions) (3)	From Non-Federal Sources (Col. 2 – Col. 3) (4)	Average Daily Attendance (5)	Average Per Pupil Expend. From Non-Fed. Funds (Col. 4 ÷ Col. 5) (6)
A	FY 1978-79	$	$	$		$
B	FY 1979-80					

Exhibit 2

MAINTENANCE OF STATE AND LOCAL FISCAL EFFORT

Provide current State and Local expenditures for free public education, including general and special fund expenditures for administration, instruction, attendance, health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities, but not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds granted under Title I, ESEA or parts B and C of Title IV, ESEA

		FY 1978	FY 1979
A.	Aggregate current expenditures		
B.	Number of students in average daily attendance (membership)		
C.	Average per pupil expenditures		

Exhibit 3

I. MAINTENANCE OF FISCAL EFFORT - AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS

A. For FY Ending June 30, 19___ $_____

B. For FY Ending June 30, 19___ $_____

On six applications, a similar item was included but LEAs were instructed that the SEA would insert the required information. Exhibit 4 is an example of this format.

Exhibit 4

MAINTENANCE OF FISCAL EFFORT (To be completed by State Educational Agency)

A FOR FY ENDING JUNE 30, $_____

B For FY ENDING JUNE 30, $_____

In addition, one state used an application on which both LEA and SEA were to provide fiscal information (see Exhibit 5).

Exhibit 5

MAINTENANCE OF LOCAL AND STATE FISCAL EFFORT

(This Section to be Completed by Authorized Representative)

	Budget for the 1980-81 School Year	Estimated Average Daily Attendance for the 1980-81 School Year	Estimated Average Per Pupil Expenditure for the 1980-81 School Year
1.			

(This Section to be Completed by Authorized Representative)

	Expenditures for the 1979-80 School Year	Average Daily Attendance for the 1979-80 School Year	Average Per Pupil Expenditure for the 1979-80 School Year
2.			

(This Section to be Completed by State Department of Elementary and Secondary Education)

	Expenditures for the 1978-79 School Year	Average Daily Attendance for the 1978-79 School Year	Average Per Pupil Expenditure for the 1978-79 School Year
3.			

(This Section to be Completed by State Department of Elementary and Secondary Education)

	Expenditures for the 1977-78 School Year	Average Daily Attendance for the 1977-78 School Year	Average Per Pupil Expenditure for the 1977-78 School Year
4.			

Excess Costs

P.L. 95-561. Section 126(b) of P.L. 95-561 required that LEAs use funds "only for the excess costs of programs and projects" referred to under the Title I statute. Excess costs meant "costs directly attributable to programs and projects which exceed the average per pupil expenditure" of the LEA "for pupils in the grade or grades included in such programs or projects."

Section 201.111 of the 1981 regulations referenced the language in Section 126(b) of the statute. Section 200.00 described the basic standard and meaning of excess costs, and provided extensive descriptions, illustrations, and examples of methods of providing instructional and non-instructional services that demonstrate excess costs principles, including in-class, limited pull-out, extended pull-out, add on, and replacement project formats.

ECIA of 1981. Chapter 1 of ECIA makes no reference to excess costs requirements. It is important to note, however, that Chapter 1 retains a related Title I provision in Section 555(b) Supplement not Supplant.

The Draft Chapter 1 Handbook provides extensive guidance on implementation of supplement not supplant requirements which incorporate the examples of methods of meeting excess costs principles cited in the 1981 Title I regulations. It is important to consult the Handbook for guidance on compliance in this area.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient if it either requested the number of Title I students and the numbers of full-time equivalent Title I staff, or requested the average per pupil expenditure of Title I funds.

Examples. Thirty-one applications collected sufficient information to satisfy the first criterion: number of Title I students and FTE staff. In nine cases all necessary information was collected on one chart (see Exhibit 6) and, in twenty-two cases, student and teacher figures were collected on two charts (see Exhibits 7A, 7B, 8A, and 8B).

Exhibit 6

PROJECT SUMMARY - Concentration of Services A. Regular Term			
Concentration Criteria	READING	MATH	
1. Number of Participants			
2. FTE Instructional Staff			
3. Pupil-Staff Ratio			
4. Instructional Ratio			
5. Hours of Instruction			
a. Per Week			
b. Regular Term Total			
B. Summer Term			
1. Number of Participants			
2. FTE Staff			
3. Pupil-Staff Ratio			
4. Instructional Ratio			
5. Hours of Instruction			

Exhibit 7A

PARTICIPANTS *(Unduplicated count)* - Include in Item A all children expected to participate in this project. If some children who will participate are enrolled in institutional schools, include these children as either public or private school children according to the administrative control of the institution and prepare supplement (Section IIA - Children in Institutions for Neglected or Delinquent Children).

UNDUPLICATED COUNT

Note: If Title I activities cover both regular and summer terms, a separate Item 12, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: A ☐ REGULAR SCHOOL TERM B ☐ SUMMER TERM ONLY

A ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL

	GRADE LEVEL	NUMBER ENROLLED IN PUBLIC SCHOOLS	NUMBER ENROLLED IN PRIVATE SCHOOLS	TOTAL *(Col. 2 + 3)*
	(1)	(2)	(3)	(4)
1	Pre-Kindergarten			
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6			
9	Grade 7			
10	Grade 8			
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	TOTAL *(Sum of 1 through 14)*:			

Exhibit 7B

PROJECT STAFF

STAFF ACTIVITIES / CLASSIFICATION OF ASSIGNMENTS	STAFF ASSIGNMENTS AND ESTIMATED SALARIES INCLUDED IN TITLE I BUDGET					NUMBER OF OTHER STAFF ASSIGNMENTS UNDER THIS PROJECT (Not included in Title I Budget)
	ESTIMATED NUMBER FOR REGULAR TERM		ESTIMATED NUMBER FOR SUMMER TERM		TOTAL SALARIES	
	TOTAL	FTE*	TOTAL	FTE*		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1 Teacher(s)-Pre-Kindergarten					$	
2 Teacher(s)-Kindergarten						
3 Teacher(s)-Elementary						
4 Teacher(s)-Secondary						
5 Teacher Aide(s)						
6 Supervisor(s)						
7 Director and Management (Admin.)						
8 Counselor(s)						
9 Psychologist(s)						
10 Psychometerist(s)						
11 Social Worker(s)						
12 Attendance Worker(s)						
13 Nurse(s)						
14 Physician(s)						
15 Dentist(s)						
16 Clerk(s)						
17 Other (Specify Assignment & No.)						
18 TOTAL NUMBER OF ASSIGNMENTS, FTE, AND SALARIES (Sum of lines 1 thru 17)					$	

PARTICIPANTS (Unduplicated Count)

Applicant Agency _____

School Term Being Reported (check one): [ ] Regular School Term [ ] Summer Term Only

NOTE: If Title I activities cover both regular and summer terms, submit a separate page to cover each school term.

Include below all children expected to participate in this project. If some children who will participate are enrolled in institutional schools, include these children as either public or non-public school children according to the administrative control of the institution and prepare supplement.

Grade Level	Estimated Number Of Participating Children Who Are Enrolled In Public Schools	Estimated Number Of Participating Children Who Are Enrolled In Non-Public Schools	Estimated Number Of Participating Children Who Are Not Enrolled In Any School But Are Eligible For Enrollment (Dropouts Only)	Total
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Total				

Exhibit 8A

TITLE I PROJECT STAFF

Applicant Agency _____

Classification Of Assignments	Staff Assignments And Estimated Salaries Included In Title I Budget					Number Of Other Staff Assigned To This Project Who Are Not Included In The Title I Budget
	Estimated Number For Regular Term		Estimated Number For Summer Term		Total Salaries	
	Total	FTE*	Total	FTE*		
Teaching - Pre-Kindergarten						
Teaching - Kindergarten						
Teaching - Elementary						
Teaching - Secondary						
Teaching - Handicapped Only						
Teacher Aide						
Librarian						
Librarian Aide						
Supervision						
Direction & Management (Admin)						
Counseling						
Psychologist						
Testing						
Social Worker						
Attendance						
Nurse						
Physician						
Dentist						
Dental Hygienist						
Clerical						
Other (specify)						
TOTAL						

Exhibit 8B

Four states had items collecting sufficient information to satisfy the second criterion: average per pupil expenditure. Three used a chart and one used an open-ended question (see Exhibits 9 and 10).

Exhibit 9

PARTICIPANTS IN ACTIVITIES AND ACTIVITY COSTS

ACTIVITY	Duplicated count of students	Cost of Activity
Reading		
Language Arts		
Tutoring, Basic Skills		
Mathematics		
Administration		
Other, specify		
Total duplicated count of participants		TOTAL (x)
Total count of UNDUPLICATED PARTICIPANTS	(y)	

Per Pupil Cost: divide (x) by (y)	
Public	Non-public

Exhibit 10

Concentration Criteria:

In accordance with the "size, scope, and quality" provisions of Title I legislation, instructional services should be planned for the full school year and should be concentrated on a limited number of children in greatest need, residing in attendance areas with the highest percentage of low-income children. (see also Section VIII, Subparts A and B)

Describe:

1. The low-income ranking of schools to be served.
2. Per pupil expenditure. (Suggested range is $500-$700 with deviations from this range explained and substantiated.
3. Anticipated numbers of selected students to be served in relation to numbers of students identified as eligible for services at each grade span.
4. Expected numbers of students to be served per instructional staff member.

In five cases, SEAs collected sufficient information to satisfy both criteria. Exhibit 11 illustrates how one state collected all three types of information on the same chart.

Exhibit 11

PROJECT COMPONENTS											
SCHOOL OR SITE	COMPONENT R, M OR O*	AMOUNT ALLOCATED	No. OF PUPILS SERVED	PER PUPIL COST	NUMBER OF PERSONNEL					TOTAL FTE	PUPIL STAFF RATIO
					CERT.		CLASS.		CTT		
					F	PT	F	PT			
1	2	3	4	5	6	7	8	9	10	11	12
TOTAL AVERAGE		TOTAL	TOTAL	AVERAGE	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	AVERAGE

*R - Reading M - Math O - Other

Comparability

P.L. 95-561. Section 126(e) of P.L. 95-561 required "State and local funds will be used in the district...to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such districts which are not receiving funds" under Title I. In addition, LEAs were required to report comparability on or before July 1 each year.

Section 201.112 through 201.125 provided extensive guidance to comparability requirements. These regulations included standards for determining comparability of services, submission of reports, data to report, data collection date, criteria for determining comparability, grouping schools by corresponding grade levels, exclusion from comparability, required annual assurance, maintaining comparability, retention of records, SEA actions resulting from LEA violation of comparability, amount of funds refunded from violation, and SEA report to ED.

ECIA of 1981. Section 558(c) of Chapter 1 uses the exact same language as the Title I statute with regard to the basic requirement to maintain comparability. However, Chapter 1 requires only that a written assurance from the LEA be on file with the SEA that the LEA has established "a districtwide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and auxilliary personnel, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies." In addition, Chapter 1 permits LEAs to exclude from comparability determinations "unpredictable changes in student enrollment or personnel assignments which occur after the beginning of the school year." LEAs may also exclude state and local funds for programs similar to Chapter 1.

Section 200.63 of the regulations echoes the language of the statute.

The Draft Chapter 1 Handbook provides extensive guidance related to the effect of assurances, meaning of "equivalence" and "unpredictable changes," and expenditures that may be excluded in determining compliance.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested both an assurance that comparability will be maintained, and either the date the report was filed or a description of a plan for monitoring comparability maintenance.

Examples. Two states' applications sufficiently met both the first and the second rating criteria as illustrated in Exhibit 12.

Exhibit 12

CHECK THE ONE ASSURANCE BELOW WHICH APPLIES TO YOUR SCHOOL DISTRICT

_____ a. This district has only one attendance area containing the grade levels served by the Title I project. Title I funds are not used to supplant a service which has been supported previously by funds from state and local sources.

_____ b. This district has more than one attendance area containing the grade levels served by Title I and all such attendance areas ARE being served by the Title I project. Title I funds are not used to supplant a service which has been supported previously by funds from state and local sources.

_____ c. This district has more than one attendance area containing the grade levels served by Title I and all such attendance areas ARE NOT being served by the Title I project. The expenditure per child for textbooks, library resources, instructional equipment, supplies, and other instructional materials actually available for use in each school serving a Title I project area for each fiscal year will be at least comparable to such expenditure per child in all other public schools in the applicants district which contain the same grade levels as those areas being served by Title I.

The comparability of Board of Education funded services previously demonstrated in the Title I project areas will be maintained in all such areas that will be designated as Title I project areas. The required comparability report will be submitted upon request to the (state) Department of Education.

Official Board of Education Action Date_____

Administrative Policy Date_____

Other, specify _____
Give a brief description of the policy or procedure.

Seven states' applications sufficiently met the first and third criteria. The examples in Exhibits 13A and 13B include both the assurance and the comparability report. In two cases, it appears that the state included a comparability report form within the application with an item allowing the LEA to indicate the purpose of the report submission at the time of application. This form is used by many states to report one day's comparability, and some LEAs do not need to complete the form. Only two states included this form with application materials provided.

Exhibit 13A

STATEMENT OF ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER (Commissioner)	NAME OF STATE EDUCATIONAL AGENCY
	STATE DEPARTMENT OF EDUCATION

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

The services provided with State and local funds for free public education in the project area will be maintained at levels that are comparable to those for non-project areas and the amounts of such funds expended in the project areas will be maintained at levels that are no lower than the levels that would have been maintained if no projects had been approved for those areas.

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE

Office of Education
Washington, D.C. 20202 Exhibit 13B

ESEA Title I Comparability Report OE Form 4324-A

GENERAL INFORMATION

IDENTIFICATION

District Name _____

Address (include city or town, county, state, and zip code) _____

Responsible Official _____ (Signature)

_____ (Typed Name)

_____ (Date of Form Completion)

_____ (Telephone Number)

GRADE SPANS	Enrollment Size Range	Number of Schools	
		Title I	Non-Title I
A=	smaller		
	larger		
B=	smaller		
	larger		
C=	smaller		
	larger		
D=	smaller		
	larger		
	TOTALS		

PURPOSE OF REPORT ON OE-4324-A

1. ☐ Original submission as of the Fall date designated by the State Educational Agency.

2. ☐ Revised submission following reallocation of resources.

3. ☐ Special report to verify that the comparability previously demonstrated is being maintained as of a date specified by the Commissioner of Education or the State Educational Agency.

4. ☐ To demonstrate the comparability of schools serving attendance areas not previously designated for projects.

Five states used one or more open-ended questions to collect the necessary information for the third criteria. Exhibit 14 illustrates the format for collecting data on the third criteria. While these five states also included assurances (the first criteria), these were not illustrated in Exhibit 14.

Exhibit 14

COMPARABILITY OF SERVICES

1. Describe how the LEA plans to monitor the pupil-teacher ratio and per pupil expenditure for salaries for instructional staff members to assure that comparability of Title I schools is maintained throughout the project year.

2. State (or attach) the specific policies adopted by the LEA to assure that: See P.L. 95-561, section 126(e)
   a. textbooks, library resources and other instructional materials and supplies are provided by the district to Title I schools on a basis comparable to non-Title I schools, or

   b. Where all school attendance areas in the district are designated as project areas, textbooks, library resources, and other instructional materials and supplies are provided on a comparable basis among schools.

Targeting and Eligibility

The Use of Low-Income Measures for Identifying School Attendance Areas

P.L. 95-561. While a variety of methods were permissible for designating attendance areas under Title I, the most widely used criteria were low-income status. Section 122(a) of P.L. 95-561 stipulated, in part, that Title I funds be used "in school attendance areas having high concentrations of children from low-income families..." Later in the same section, the law indicated that whatever measure(s) the LEA chose for determining eligible areas, that same measure must be used for determining the eligibility of all attendance areas in the district. The statute further provided that that measure might represent "a composite of several indicators" of the count of low-income residents.

Sections 201.50 through 201.66 of the Regulations related to Section 122 of the statute. Of particular relevance here were regulations in Section 201.51(b) "Identifying Eligible School Attendance Areas, Measures of Low-income Status." These regulations required LEAs to use the best available measure of low-income status, including data on Aid to Families with Dependent Children (AFDC), or the National School Luch Program. Other requirements, echoing the statute, specified that the same indicator or composite of indicators be used in determining eligibility of all attendance areas or shools.

ECIA of 1981. Chapter 1 drops the Title I provisions regarding alternative methods of identifying eligible areas, (i.e., educational deprivation indicators, continuation of previously served areas.) It instead focuses on low-income criteria. The current law, however, contains no reference to measures of low-income status. Section 556(b) is much less specific, stating in part that an application:

> shall be approved if it provides assurances satisfactory to the state educational agency...that the programs and projects described -
>
> (1) (A) are conducted in attendance areas of such agency having the highest concentration of low-income children;
>
> (B) are located in all attendance areas of an agency which has a uniformly high concentration of such children.

The ECIA regulations in Section 200.50 echo the statute, and provide no discussion of measures of low-income status to be used in identifying attendance areas. However, the language of these requirements indicates that the SEA and LEA have considerable flexibility, including the option to serve all attendance areas of high low-income concentration, not unlike the past no-wide variance provision.

The Draft Chapter 1 Handbook "encourages" LEAs to continue identifying eligible attendance areas using the same "best available measures" of low-income status recommended in the 1981 Title I Regulations, i.e., AFDC

or school lunch data. In addition, the Handbook points out that the identification of eligible low-income areas is not an annually required activity under Chapter 1, and those attendance areas identified in the LEA application may remain eligible for the entire time period covered by that application. However, the Handbook also specifies that selection of areas to be served must be conducted annually based on an annual needs assessment (see Sections D and F).

It is also important to note that considerable guidance on identifying and selecting eligible areas is provided in the Draft Chapter 1 Handbook. Topics reviewed include grade-span grouping, percentage and/or numerical methods of counting low-income students, the 25% rule, and private school students.

SEAs are left to determine when they have received satisfactory assurance of compliance in targeting, and may design Chapter 1 applications accordingly.

Review criteria. Using Section 122(a) of P.L. 95-561 as a guide, an application was considered sufficient on this item if it requested the methods(s) used by the LEA to count low-income families in all school attendance areas of the district.

Examples. While the applications developed under Title I did not address the provision of services to children in all attendance areas, the examples presented may provide guidance to states whose LEAs wish to continue determining eligible areas in ways similar to past practice. As indicated above, several methods presented in the 1981 Title I Regulations for the identification of eligible areas are reported by the Draft Chapter 1 Handbook to be permissible.

The review of LEA applications found four general methods of requesting information on targeting. In the first method (Exhibit 15), seven states listed eight categories of data sources which the LEA may mark to indicate those utilized. The example in Exhibit 15 was also one of nine states that required LEAs to indicate the weighting of each data source used in determining low-income status.

Exhibit 15

Source of Data Used for Determining the Number of Children from Low-Income Families in Item 1D ("X" as many as apply)

Weighted Factors

____ U.S. Census Bureau	____%	____ Health Statistics	____%
____ Aid for Dependent Children	____%	____ Housing Statistics	____%
____ Free School Lunch	____%	____ Employment Statistics	____%
____ School Survey	____%	____ Other (Specify):	____%

A second group of twenty-six states used a similar format, but listed a smaller number of permissible data sources than the above group. Exhibits 16, 17, and 18 present samples of this method.

Exhibit 16

Mark sources of data for determining number of children from low-income families. Of source(s) chosen, one must be a., b., or c. Indicate weighting factor used as a percent (total 100%).

a. ___% U.S. Census Bureau b. ___% Aid for Dependent Children

c. ___% Free School Lunch d. ___% Other (identify)_____

Exhibit 17

Source of data used for determining the number of children from low-income families in item 2D ("X" as many as apply)

A ____ U.S. Census Bureau C ____ School Lunch

B ____ Aid for Dependent Children D ____ Other (specify)

Exhibit 18

---

12. Title I low income measure used:

____ AFDC ____ Free Lunch

____ Other (describe)

A third group of states used a fill-in-the-blank format for requesting information on LEA data sources. For the example in Exhibit 19, the application instructions describing permissible data sources accompany the application.

Exhibit 19

Item 1: CHILDREN FROM LOW-INCOME FAMILIES

A. NUMBER _____ B. SOURCE OF DATA FOR A. _____

Instructions

Item 1: Children From Low-Income Families

Estimate this number by using school lunch records, school surveys, census data or other reasonably current data available to you. A district may choose any income criteria or set of criteria which it deems the best definition for "low-income" families; provided the definition is used uniformly in all attendance areas of the district and wherever applicable in all parts of the application, in operation of the approved program and in all data reported on it. The national definition for low-income for purposes of fund distribution is the "Orshansky Index." It determines poverty using factors such as number of persons in a family unit, rural or urban residence, etc. coupled with a series of income ranges, in a way similar to the method used to determine eligibility for free meals under the National School Lunch Program. The present count, for funding, is based on the 1970 census and will not change until new data is available. Never use, for this purpose, the "eligibles" assigned to the district by the Education Department for sub-county allotment of Title I funds. This count is not current and contains Title I "eligibles" who are not from low-income families.

A. Number. This should be the estimated number of children ages 5 through 17 from low-income families as described above. The number of children entered does not affect the Title I entitlement.

B. Source of Data for A. A school survey or some other documentary evidence should be available to support the estimate in "A". List the source or sources of data used. Do not use sub-county allocation "eligibles", assigned by the SEA.

A fourth group of four states required LEAs to use a specific source of data. Two states required AFDC data and two states required school lunch data. Exhibit 20 presents an application that required use of school lunch data.

Exhibit 20

Number of children in applicant's district who come from low-income families

(FREE School Lunch applications on file.) _____

Serving High-Ranked Eligible Schools

P.L. 95-561. Section 122(a) of P.L. 95-561 stated, in part, that "where funds are insufficient to provide programs and projects for all educationally-deprived children in eligible school attendance areas, a local education agency shall annually rank its eligible school attendance areas from highest to lowest, according to relative degree of concentration of children from low-income families." It also required that any eligible attendance area may be served as long as all those ranked higher were served, i.e., all those with greater concentrations. Section 122 of the legislation also described several alternatives to serving those schools ranked highest based on low-imcome indicators. These included the 25% rule, the education deprivation criteria, the continuation of previously eligible schools, and skipping of high-ranked eligible schools similarly served with non-federal funds.

Sections 201.50 through 201.66 of the Regulations related to Section 122 of the statute. These regulations provided lengthy, detailed guidance and permissible methods for implementing the requirements relating to designating school attendance areas. These included methods of identifying eligible schools, ranking schools, skipping high-ranked schools, the continuation allowance, and the no-wide-variance provision.

ECIA of 1981. While ranking is not specified in the Chapter 1 statute, the language of Section 556(b)(1) implies that such consideration will meet the requirements of ECIA. Three options are available for selecting areas on which to focus Chapter 1 funds. The law requires that programs

> (A) are conducted in attendance areas of such agency having the highest concentrations of low-income children;
>
> (B) are located in all attendance areas of an agency which has a uniformly high concentration of such children; or
>
> (C) are designed to utilize part of the available funds for services which promise to provide significant help for all such children served by such agency;...

The first option implies, but does not require, ordering or ranking attendance areas from highest to lowest concentration in order to serve the areas with highest concentrations of children from low-income families, i.e., those above the median. As discussed with regard to using low-income measures (Section B), the Draft Chapter 1 Handbook indicates that if an LEA chooses to serve areas according to concentration, activities designed to identify eligible areas need not be conducted annually. The second option is similar to the no-wide-variance option in the 1981 Title I Regulations. However, no definition of "uniformly high concentration" is provided. The third option is entirely new. By allowing the use of part of an LEA's Chapter 1 funds for all educationally deprived,

low-income children in the district, services may be provided outside eligible attendance areas or schools.

Section 200.50 of the ECIA regulations echo the Chapter 1 language.

The Draft Chapter 1 Handbook emphasizes that "the Secretary does not interpret Chapter 1 to require an LEA to serve attendance areas in rank order of their concentration of children from low-income families." Under Title I, any attendance area could be served as long as all areas ranked higher were served. Chapter 1 indicates that schools may be served in any order as long as those served are among the highest concentration in the district. In addition, the Chapter 1 Handbook discusses the provision of Title I absent from Chapter 1 that permitted continuation of formerly eligible attendance areas. As noted earlier, LEAs need not identify eligible areas annually, but LEAs must annually select attendance areas to be served based upon annual needs assessment.

Review criteria. Based on the wording found in Section 122(a) of P.L. 95-561, Study staff determined that an application would be considered sufficient if it (a) requested names of district schools and indicated their rank order by low-income concentration; (b) requested information on the concentration or proportion of low-income students in each school; and (c) requested an indication of which schools would actually be served with Title I funds.

Examples. States used two primary methods of data collection with regard to ranking. Thirty-eight states used a multi-chart method, similar to the examples presented in Exhibits 21, 22, and 23.

Applications from two additional states were rated as having collected sufficient information using more than one chart. These documents requested school names and low-income data on one chart, and used a second chart to represent rank ordering and actual schools served. No examples are provided due to the scattered nature of this format.

Exhibit 21

LISTING OF PUBLIC SCHOOLS (TARGET AND NON TARGET) – SEE SEC. 122, P.L. 96-561

E E* E** OR I	NAMES OF ALL SCHOOL BUILDING LISTED IN RANK ORDER PER COL. (07)	GRADE SPAN	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (02)	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREA OF SCHOOL BUILDING SHOWN IN COL. (02) (Ages 5-17 Inclusive)					EST. NO. OF TITLE I PARTICIPANTS (UNDUP NO.)	
				Total	From Low Income Families	Percent (Col. 6 ÷ Col. 5)	No. Educ. Depriv.	Percent (Col. 8 ÷ Col. 5)	From Public Schools	From Private Schools
(01)	(02)	(03)	(04)	(05)	(06)	(07)	(08)	(09)	(10)	(11)
ELEMENTARY										
01.										
02.										
03.										
04.										
05.										
06.										
07.										
08.										
09.										
10.										
11.										
12.										
13.										
14.										
15.										
16.	Sub Totals (Percentage Col. 07)									
INTERMEDIATE – MIDDLE – JUNIOR HIGH										
17.										
18.										
19.										
—										
✕										
22.	Sub Totals (Percentage Col. 07)									
COMBINED JUNIOR – SENIOR AND SENIOR HIGH										
23.										
24.										
25.										
26.	Sub Totals (Percentage Col. 07)									
27.	GRAND TOTALS									
28.	DISTRICT WIDE PERCENTAGE OF LOW INCOME (Col. 06 - Line 27 ÷ Col. 05)							SEE INSTRUCTIONS FOR COLUMN (11) ENTRIES		
29.	DISTRICT WIDE AVERAGE (Complet ONLY if you are using target methods "B" or "C" by dividing the Grand Total of low income children in column (06) by Total Number of Public Schools in LEA)									

Column (1) - Enter "E", "E*" or "E**" for those school buildings designated as target schools. ("E*" means first year for "Grandparent Clause;" "E**" means second year). Enter "I" for non target schools.

Column (2) - Enter names of ALL public school buildings in each sub-section starting with the school having the greatest percentage of low-income children shown in column (7); descending in order to the school having the smallest percentage of low-income children. Do this even if ranking by educational deprivation.

Exhibit 22

ELIGIBLE ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE AT SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED

PUBLIC SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS AND OTHER PUBLIC SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED

NAME OF PUBLIC SCHOOL (LIST IN RANK ORDER PER COL. 4 OR COL. 5)	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREAS			ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOLS LISTED IN COLUMN (1)			
		TOTAL	FROM LOW-INCOME FAMILIES	PERCENT (COLS. 4 ÷ 3)	FROM PUBLIC SCHOOLS	FROM PRIVATE SCHOOLS	TOTAL (COLS. 6+7)	NUMBER IN COL. (8) FROM OUTSIDE OF PROJECT AREA
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
TOTAL:								

Exhibit 23

SCHOOL IDENTIFICATION TARGET AREA SELECTION
(Title I Regular Only)

a. List In Rank Order By Grade Span NAME OF SCHOOL	b. BLDG CODE	c. GRADE SPAN	d. MARCH 1st LOW INCOME DATA			e. EDUCATIONAL DEPRIVATION DATA		f. ELIGIBILITY		g. Served	h. No. Of Eligible Participants
			Total Bldg Enrollment	No. Low-Income	% Low-Income	Total No.	Total %	Yes	Basis	Yes	
1	2	3	4	5	6	7	8	9	10	11	12

** BASIS KEY

A = Grade Span Grouping
B = Sch-Wide Variance
C = 25% Rule
D = Continuation
E = School Wide Project
F = Educational Deprivation
G = Non-Federal Funds
H = Other Federal Funds

Serving Students in Greatest Need First

P.L. 95-561. Section 123(a) of P.L. 95-561 required LEAs to use Title I funds to serve educationally-deprived students who have the greatest need for special assistance as identified by needs assessment, and who are residents of the attendance areas selected to be served. The statute provided three exceptions to this rule: continuation of formerly eligible students, continuation of students transferred to ineligible schools, and skipping students receiving similar services from non-federal sources.

In addition, Section 124(b) required in part that LEAs conduct annual educational needs assessment to "identify educationally-deprived children in all eligible attendance areas and to select those...who have the greatest need for special assistance."

Section 201.70 of the 1981 regulations echoed Section 123(a) of the statute and referenced Section 201.101 to 201.103 of the regulations. Sections 201.101 through 201.103 dealt with needs assessment, and 201.103(a) echoed the language of Section 124(b) of the statute.

ECIA of 1981. Section 556(b)(1)(C) of Chapter 1 permits LEAs to use a portion of their Chapter 1 funds "for services which promise to provide significant help" for all low-income children served by the district. Section 556(b)(2) also requires that LEAs conduct an annual educational needs assessment which "identifies educationally deprived children in all eligible attendance areas, [and] permits selection of those children who have the greatest need for special assistance...".

Sections 200.50 and 200.51 of the regulations echo the statute.

The Draft Chapter 1 Handbook makes the following observations regarding student selection:

- all children receiving Chapter 1 services, including those referenced in Section 556(b)(1)(C) of the law, must be educationally-deprived;
- while Chapter 1 funds must be used to serve only educationally deprived children, it is left to the LEAs to choose which educationally deprived children will receive services; and
- LEAs may, but are not required to select those educationally deprived children in greatest need.

In addition, the Handbook indicates that although the provision of Title I relating to continuing previously eligible students is not contained in Chapter 1, flexibility under the new for selecting participants permits continuation of services to those who have made considerable progress in the program.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested an indication of the method(s) used to select students.

Examples. States used four different formats in collecting data on this subject. The most popular format was the open-ended question, which was used by 19 states. In some cases the application question was relatively short and self-explanatory (see Exhibits 24, 25, and 26). In other cases, the state provided detailed instructions to LEAs on how to select participants and how to describe the selection process (see Exhibit 27).

Exhibit 24

SELECTION CRITERIA

1. Describe the procedure used in selecting participants.

2. List the criteria used to determine which students will be selected to participate in the project.

   Acceptable criteria would be:

   a. Thirty-third (33rd) percentile or below on a standardized achievement test.

   b. Third (3rd) stanine or below on a standardized achievement test.

3. Indicate how the students with the lowest percentile or stanine ranking will be given first priority to receive Title I instruction.

Exhibit 25

Give name of test, with cut-off score, and/or other methods used for selecting participating students.

Exhibit 26

DESCRIBE STUDENT SELECTION CRITERIA (Indicate data sources and process of selection):

Exhibit 27

Project Description Requirements

A three-step process is recommended for final selection of students...

Step 1 - Identify an eligible pool of students for all schools within each grade span and for each component for which services are planned...

Step 2 - Select students in greatest need using multiple criteria. Since most programs can serve only a portion of those eligible for Title I services, it is necessary to select those students who demonstrate the greatest need for services. This selection can be achieved by applying at least three weighted indicators of need to each eligible student. These indicators should include:

Test scores, such as norm-referenced, criterion-referenced, diagnostic or basic skills...

Prior participation in Title I...

Teacher judgments, such as severity of skill deficiencies, learner motivation, grades, overall performance and level of materials or grouping.

Other indicators, including absenteeism, grade retention or parent input.

The chosen indicators must be weighted by a scoring mechanism, the combined total of which is the composite selection score for each student...

Step 3 - Rank order the most needy selected students and establish cut-off points for services.

a. Using the composite score of indicator points, rank all eligible students within each grade span and component.

b. Establish a single cut-off point for all target schools served by that component and grade span...

c. The assignment of Title I staff and services should then be made amongst the selected target schools on the basis of the number of children above the cut-off point who have been selected for program services at each school. Describe the rank ordering of students and the establishment of a cut-off point for each component and grade span in the project. Specify how staff and services are to be assigned in this project.

Exhibit 28 is an example of how one state succinctly collected information on the entire LEA needs assessment process. Item 3 of this example relates directly to selection of students in greatest need. (Item 4 relates to another of the 21 points: Specifically Determine Children's Needs for Program Design.)

Exhibit 28

NEEDS ASSESSMENT: (P.L. 95-561, Section 124(b))

1. Describe the needs assessment activities which were conducted and summarize the findings which determined the Title I Program area(s).

2. Describe the step-by-step procedure to be used in developing the Master List of educationally deprived children in all eligible attendance areas.

3. Describe how educationally deprived children with the greatest need will be selected for participation from the master list. (Must be a standardized measure)

4. Describe the procedure(s) to be used in determining the special educational needs of each participant. (To be implemented at start of program)

Twelve states chose a chart or fill-in the blank format for collecting information on student selection criteria (see Exhibits 29A, 29B, and 30). A checklist was used by five states (see Exhibit 31), and a "mixed" format was used by four states. In Exhibits 32A and 32B, for example, the SEA used a chart to collect the name of the selection test and cut-off score and a checklist to collect information about other criteria (teacher judgment factors), used to identify educationally disadvantaged students.

GENERAL NEEDS ASSESSMENT: Language Experience

Selection of Project Participants – Grades 1-12.

1. Name of District _____ 2. Name of County _____

Grade Level	A District Standard or Norm	B No. of Eligible Resident Students, Assessed Public, Non-Public N & D**	C Assessment Dates	C Assessment Methods	D No. at or Above District Standard or Norm	E No. Below District Standard or Norm	F No. Students Listed in Column E Whose Native Language is not English	G Total Number Eligible To Participate in Language Experience Project*	H Criteria Applied for Participant Selection	I Number Selected For Participation
1							STOP – Complete Pg. 11 If Applicable			
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
Totals										

Exhibit 29A

52

56

*Compute this number by subtracting the number on Page 11, Column E from the number on Page 10, Column E.

**Projected grade placement for September 1980.

1. Number of eligible resident students assessed by type of school reported above in Column B. / Public _____ Non Public _____ N & D _____ TOTAL _____

– GENERAL NEEDS ASSESSMENT: Pre-School/Kindergarten

Selection of Project Participants – Pre-School/Kindergarten

1. Name of District _____ 2. Name of County _____

Assessment Criteria to be Used	Assessment Technique	Process for Selection of Participating Children
PRE SCHOOL		
KINDERGARTEN		

Exhibit 29B

Exhibit 30

NEEDS ASSESSMENT - DISTRICT SUMMARY

District _____ Percentile Cutoff _____

Selection Instrument(s) _____

1	2		3				4				5			
GRADE LEVEL	Number of Students Enrolled in Grade		Number of Eligible Students				Number of Eligible Students to be Served				Percent of Eligible Students to be Served			
			Reading		Math		Reading		Math		Reading		Math	
	P*	NP**	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
K														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
TOTAL														

*Public **Non-public

Exhibit 31

1 PARTICIPANT SELECTION PROCEDURES AND CRITERIA

A. Check the data source that will be used:

____ 1. Teacher Recommendation Forms.
____ 2. Classroom Performance Records.
____ 3. Diagnostic Test Scores.
____ 4. Textbook Test Scores.
____ 5. Achievement Scores Other Than Pre Test.
____ 6. Other: _____

B. For each data source checked, indicate the criteria that will qualify Title 1 participation:

Exhibit 32A

Selection Criteria

PRE-K	WEIGHTING OF FACTORS	SELECTION CRITERION
	____ parents' education	
	____ sibling achievement	
	____ family stability	
	____ home environment	

READING

GRADE	STANDARDIZED TEST	SELECTION CRITERION
K		
1		
2 (through 10)		

Exhibit 32B

CRITERIA FOR TEACHER JUDGEMENT AND 10% INCLUSION

Having identified all of the Title I pupils meeting the appropriate criteria for identification, a school may select other students (K-12) who teachers feel are educationally disadvantaged and in need of Title I services. Documentation for the inclusion of such student must be based on at least 2 of the factors indicated below: Please check off the factors that will be used to identify Title I students in your county.

____ retention
____ other standardized test scores
____ participation in previous Title I projects
____ basal reader test scores
____ daily classroom performance supported by sufficient documentation maintained by teacher
____ criterion-referenced test measures
____ formal tests administered by the reading resource teachers, reading specialists, diagnostic-prescriptive teachers, helping teachers, etc.
____ Maryland Systematic Teacher Observation Instrument (K-1)

This information must be submitted to the county Title I office for approval.

No more than ten percent of a school's Title I participants may be identified through this teacher judgment factor. If the school identifies more than the 10% allows, then eliminations will be made by the LEA Title I office, maintaining those who indicate the greatest need.

Private School Participation

P.L. 95-561. Section 130 of P.L. 95-561 required that LEAs provide special educational services and arrangements for educationally deprived children to participate in Title I programs. Expenditures for services for eligible children in private schools were to be equal to expenditures for eligible public school children. The statute also provided for a by-pass provision for states whose laws would prohibit compliance, whereby the provision of services would be arranged by ED.

Sections 201.80 throug 201.82 and Sections 201.90 through 201.97 related to private school participation. Section 201.80 required that in meeting the requirements for private school participation, the LEA was to comply with Sections 122, 123, 124(a), 124(b), 124(d), 124(e), and 126(c) of the statute. Section 201.81 related to identification and selection of eligible private school children. Section 201.82 contained a prohibition against Title I staff performing non-instructional duties in private schools. Section 201.90 through 201.97 related to the by-pass provision.

ECIA of 1981. Section 557 of Chapter 1 relates to private school participation and the language of Section 557(a) is virtually identical to that of Title I Section 130. Section 557(b) and 557(c) relate to the by-pass provision.

Sections 200.70 through 200.75 of the regulations relate to private school participation. Requirements include the responsibilities of LEAs factors used in determining equitable participation, funds not to benefit a private school, use of public school employees, equipment and supplies provisions, and a construction prohibition. Many of these requirements are the same as those in the previously applicable 34CFR76 Subpart F.

The Draft Chapter 1 Handbook provides guidance on the implementation of these requirements, including discussions of private school children to be served, exclusion of children attending a private school that is not in compliance with state law, exclusion of children in a private school that does not want its children to participate, services to be provided to children in private schools, use of Chapter 1 funds to supplement not supplant private school services, allocation of Chapter 1 funds to private schools, and use of public school employees. The Handbook is an excellent resource of information on these requirements.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested the number of eligible children in private schools who will be served, and indicated the per pupil expenditure of Title I funds on such children separate from expenditures on public school children.

Examples. Five states collected required information through use of a chart (see Exhibit 33), and two states use a fill-in-the-blank format (see Exhibit 34). Applications from six additional states were judged to meet the criteria; however, since items were scattered through the application, no examples are included.

Exhibit 33

NONPUBLIC SCHOOLS SERVING CHILDREN WHO RESIDE WITHIN YOUR DISTRICT'S ELIGIBLE ATTENDANCE AREAS

LIST NON-PUBLIC SCHOOLS	NO. OF TITLE I CHILDREN PARTICIPATING IN PROGRAM	WHERE SERVICES RECEIVED (Check One or Both)		ESTIMATED EXPENDITURES AT NONPUBLIC SITE
		Nonpublic School Site	Public School Site	
	(1)	(2)	(3)	(4)

Exhibit 34

APPLICATION FOR GRANT
TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN
under Title I of Public Law 89-10 as amended

STATEMENT BY PRIVATE OR NON-PUBLIC SCHOOL

TO BE COMPLETED BY PUBLIC SCHOOL OFFICIAL

BRIEF DESCRIPTION OF SERVICE(s) TO BE PROVIDED OR COMMENTS:

Estimated number of children to be served: _____

Estimated expenditures of services to be provided: $_____

Program Design and Implementation

Program Description

P.L. 95-561. Section 121 required that an LEA complete an application "describing the programs and projects to be conducted with assistance under this title..." In addition, Section 124(b)(2) required that the needs assessment "identify the general instructional areas on which the program will focus."

The regulations for this area appeared in Section 201.40 and 201.41 and echo the language of the statute. These sections referenced Section 200.110 of the regulations which stipulate the requirements for SEA approval, presented earlier in this module.

ECIA of 1981. ECIA contains similar language in Section 556(a), stipulating that LEAs submit "an application which describes the programs and projects to be conducted with such assistance." There is no provision indicating that the LEA identify the instructional focus of the local Title I program. The proposed Chapter 1 Regulations use virtually the same language in Section 200.12.

Review criteria. Using the requirements in P.L. 95-561 as a guide, an application was considered sufficient on this item if it requested a description of the local Title I program and an identification of the instructional focus or subject-area focus of the program.

Examples. The following examples illustrate methods used by states to collect information on both program description and instructional focus. The latter may be retained by choice of the SEA; it is not explicitly required by ECIA that LEAs identify instructional focus.

States used two methods of representing descriptive program information in their applications. The first was to include all necessary information in one section of the application, generally entitled, Program Description or Narrative, often encompassing several consecutive pages. Exhibits 35A, 35B, 35C, and 35D demonstrate this method. Thirty-six states used formats similar to this.

Three other states were considered to have presented sufficient program descriptions, but without placing this information request in one section of the applications. While it was more difficult to identify sufficiency of information requests, these three applications met the criteria used by raters. No examples are provided due to the scattered nature of the formats.

PROJECT COMPONENT

_____ FY 81

DISTRICT NAME

INSTRUCTIONAL TREATMENT			TREATMENT CHARACTERISTICS								
(1)		(2)	(3)	(4)				(5)	(6)		(7)	(8)
Subject Matter Focus (check (X) one)	Setting (check (X) one)	Component Code	Grades Served	Average Instructional Staff/ Student Ratio Per Period				Days Per Week Each Student Served	Instructional Period Length		Annual Student Instructional Hours	Estimated Per Pupil Expenditure
				Teacher	Student	Aide	Student		Minimum	Maximum		
A. ☐ Reading B. ☐ Language Arts C. ☐ Math D. ☐ Other (Specify)	1. ☐ Regular Classroom 2. ☐ Pull-Out 3. ☐ Laboratory 4. ☐ Regular Classroom & Pull-Out 5. ☐ Regular Classroom & Laboratory 6. ☐ Pull-Out & Laboratory 7. ☐ Other											

(9) Selection Criteria

(10) Objectives

66

65

DISTRICT PAGE _____

62

Exhibit 35A

INSTRUCTIONS FOR COMPLETION

PROJECT COMPONENT (PL 95-561, Sections 124 and 129)

A project component is defined as an instructional treatment which employs at one or more school sites in one or more grades the same type of instructional setting and a uniform set of activities, methods, and materials and personnel for all students served by the component. Since a project component can utilize only one subject matter focus and one instructional setting, develop a separate project component on for each instructional treatment which involves a different subject matter focus and a different instructional setting. Each project component must be evaluated separately.

Column

(1) — Identify the instructional treatment by checking a combination of subject matter focus and instructional setting for each component. A subject matter focus in disciplines other than reading, language arts, or math should be checked as "Other" and identified on the line provided.

The following descriptions identify the instructional settings listed:

1. Regular Classroom. At least 75% of the Title I-funded instruction will occur in the regular classroom of the Title I participants. Instruction may incorporate a variety of teaching strategies using various materials (both commercial and/or teacher made), as well as machines.
2. Pull-Out. At least 75% of the Title I-funded instruction will occur in a location other than the regular classroom. Instruction may incorporate a variety of teaching strategies using various materials (both commercial and/or teacher made), other than instructional machines.
3. Laboratory. At least 75% of the Title I-funded instruction will occur in a location other than the regular classroom of the Title I participants, and instruction will use machines primarily or exclusively.
4. Regular Classroom and Pull-Out. This combination covers those project components in which approximately equal amounts of Title I instruction will be provided in the regular classroom and in a location other than the regular classroom of the Title I participants.
5. Regular Classroom and Laboratory. This combination covers those project components in which approximately equal amounts of Title I instruction will be provided in the regular classroom of the Title I participants and in a laboratory setting using machines.
6. Pull-Out and Laboratory. This combination covers those project components in which approximately equal amounts of Title I instruction will be provided in a laboratory setting using machines and in a location other than the laboratory or the regular classroom of the Title I participants.
7. Other. This category should be used by any project component whose setting is not adequately described by one of the six descriptions above.

In putting the application together in final form for submission to the Department of Education, always submit in numerical sequence for each project component. In other words, please do not put all , etc., together when there are two or more project components.

(2) — The Component code is derived from combining the alphabetic letter representing the subject matter focus with the number representing the instructional setting. Therefore, the reading/regular class component code is A1. Record the two digit alpha-numeric code in Column 2.

If the instructional treatment characteristics differ significantly within a single project component (i.e., teachers are used at one site while aides are used at another site, or students are given instruction for three days a week for an hour each day at one site while students at another site are given instruction an hour each day for five days a week), a separate project component should be developed for each significant variation. When a single subject matter focus and a single instructional treatment setting (i.e., reading/regular classroom-A1) is developed into multiple project components due to significant variation(s) in treatment characteristics, one project component would be coded A1-1, while the second project component would be coded A1-2, etc.

(3) — Indicate the grades to be served by this component.

(4) — Give the average teacher/student ratio and the average aide/student ratio, as applicable, for an instructional period for this project component.

(5) — Give the number of days per week that each student will receive at least one period of supplementary Title I instruction in this project component.

(6) — Give both the minimum and maximum number of minutes per period that students will receive supplementary Title I instruction in this project component.

(7) — Give the anticipated number of hours during the regular school year that students will receive supplementary Title I instruction in this project component.

(8) — Calculate the estimated per pupil expenditure for this project component by dividing the total number of students served by this project component as recorded in Column 6, into the total amount budgeted on

Item

(9) — State the criterion for selection as it relates to the subject matter focus under Column 1. The criterion used may be stated in percentiles, raw scores, stanines, or number of items missed in relation to a certain standard established by the district or the State.

A separate criterion may be used for different grade levels if it is used districtwide for each applicable grade level.

If educationally disadvantaged children are to be served in the proposed project component, who were served in a prior year but are not currently among the most educationally disadvantaged, then a separate criterion should be used and a priority should be stated relative to the selection and service of such children. (Example: The first priority of selection will be all students in grade 2 who were served last year and who have not attained the 40th percentile on the "Reading Total" sub-test of the CTBS given in April, 1979. Other grade 2 students will be selected if they have not attained the 35th percentile on the same test.)

Please state how you will select students for whom there is no test score. (Example: Students who missed the Spring test, or students moving into the district without appropriate test scores will be tested with the appropriate CTBS instrument. The tests will be immediately handscored and those students meeting the stated grade level criterion will be served.)

(10) — State an objective for the component in terms of mean gain (in NCE's) for the entire population to be served or by grade level, if desired. Such statements should be based on prior evaluation results in the district and should be projections of hoped for, but reasonable, outcomes.

PROJECT COMPONENT

COMPONENT CODE

FY 81

DISTRICT NAME

Narrative:

Exhibit 35C

64

69

DISTRICT PAGE _____

INSTRUCTIONS FOR COMPLETION

PROJECT COMPONENT NARRATIVE (P.L. 95-561, Section 124)

Please respond to each Item in a complete statement.

Item

1 – Based upon the subject matter focus and the treatment that has been planned, please describe, (a) the role of the regular (district-funded) classroom teacher in (1) diagnosing the educational needs of the students to be served in this component; (2) developing an educational plan for each child and (3) providing the day-by-day instructional activities for each student, and (b) the role of the Title I teacher and/or aide in assisting with the instructional process.

2 – If Title I personnel assist the regular (district funded) teacher in a regular classroom in which only Title I participants are assigned, give the average size of regular classes at the same grade level.

3 – If Title I services are provided apart from the regular classroom, describe the articulation that will take place between Title I personnel and the regular classroom teacher thus assuring that Title I instructional services are supplementary.

4 – In situations where scheduling is departmentalized (where children are assigned to different teachers for different subjects), describe how the instruction provided by Title I will be supplementary.

5 – Describe the specific provisions that have been or will be developed for informing and consulting with parents concerning: (a) the services to be provided their children in this component; (b) the performance of their children in this component, and; (c) ways in which parents can assist their children in realizing the benefits provided by this component.

6 – Describe the consideration that has been given for the inclusion of components in this application which are designed to sustain the achievement of children beyond the school year in which this project will be implemented, through such means as summer programs.

Designed to Meet the Special Needs of Educationally Deprived Students

P.L. 95-561. Section 124(a) of P.L. 95-561 described the purpose of the program and required that programs be "designed to meet the special educational needs of the children" served, i.e., educationally deprived children in low-income areas.

Section 201.1 of the regulations reiterated the language of the statute. Sections 201.100 through 201.105 related to needs assessment provided additional guidance on designing programs to meet participating students' special needs.

ECIA of 1981. Section 555(c) of Chapter 1 contains language identical to Title I regarding program design "to meet the special educational needs of educationally deprived children..."

Section 200.1 of the regulations echo this requirement of law.

Review criteria. Based upon the requirement of P.L. 95-561, an LEA application was considered sufficient on this item if it requested indication that programs were designed to meet ends, for example, through reporting specific student performance objective other than NCE gains objectives.

Examples. Twenty-five states used an open-ended question such as "List performance objectives for each program below", to request the required information. Often instructions gave specific guidelines on how to develop performance objectives (see Exhibit 36). Ten states used charts that collected various kinds of descriptive information about LEA's Title I programs. For example, in Exhibit 37 the SEA developed a chart requesting performance objectives and evaluation information. In Exhibit 38, the SEA also asked for selection criteria and a discussion of program strategies (roles of regular teacher, Title I teacher, and aide; setting of Title I program; amount of instruction per week; pupil/teacher ratio; and materials and equipment used).

Exhibit 36

SECTION III - PERFORMANCE OBJECTIVES

The objectives of this activity are: (Be specific as to measurable gains desired from this activity. Please refer to pages 29 and 30 in the Handbook.)

Instructions

For the purpose of a Title I activity a performance objective is defined as a precisely written statement which sets forth in measurable, observable, or identifiable behavioral terms the activity is intended to accomplish.

1. It refers to, names or otherwise describes the person(s) to whom the program is addressed. This characteristic responds to the question, WHO?

2. It describes the intended or expected behavior or action. This characteristic responds to the question, WHAT?

3. It indicates or specifies the conditions under which the behavior will take place. This responds to the question, HOW?

4. It specifies the level of performance expected according to a given measuring instrument. This characteristic responds to the question, HOW MUCH?

Illustrative Performance Objective:

The following is a sample objective:

As a result of individualized instruction for a period of six months* in the Title I reading activity, at least 70 percent of the participants will demonstrate a gain of three NCEs as measured by the reading test of the Metropolitan Achievement Tests.

* This six-month period refers to the approximate time frame between the fall pretest and the spring posttest.

Exhibit 37

PERFORMANCE OBJECTIVES AND EVALUATION ACTIVITY *(PART A, SUBPART 3, SECTIONS 124, 125, 127, 129)*

(1) PROJECT COMPONENT SUBJECT AREA _____ ☐ Regular ☐ Summer

PERFORMANCE OBJECTIVES		EVALUATION ACTIVITY							
		Evaluation Instrument						Anticipated Date of	
						Out of Level Testing			
Grade Level(s)	Mean NCE Gain Expected for Each Grade or by Groups of Grades	Name	Edition	Level	Form	Yes	No	Pre-test	Post-test
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)

PROGRAM COMPONENT
PERFORMANCE OBJECTIVES/EVALUATION DESIGN

(1) TITLE OF PROGRAM COMPONENT:

(2) SELECTION CRITERIA:

PROGRAM OBJECTIVES	DESCRIPTION NARRATIVE OF PROGRAM STRATEGIES	EVALUATION DESIGN
(3)	(4)	(5)

Exhibit 38

69

76

77

Three states collected performance objectives from LEAs through fill-in-the-blank application items (see Exhibit 39).

Exhibit 39

SECTION A - Description of Component

Item 4 - Program Objectives for Instructional Component: State in measurable terms the outcomes expected for this program component.

A. Program objective for the instructional component is to be stated in one of the formats below:

(1) Upon completion of the 19__ - __school year, students in the _____program in grade(s)_____ will make the following gains as measured by _____ _____:

____% will gain 10 percentile points or more
____% will gain 7-9 percentile points
____% will gain 4-6 percentile points
____% will gain 1-3 percentile points
____% will show no gain

Determine Children's Needs for Program Design

P.L. 95-561. Section 124(b) of P.L. 95-561 required in part that the LEAs annual educational needs assessment "identify the general instructional areas on which the program will focus "and" determine the special educational needs of participating children with specificity sufficient to facilitate development of high-quality programs and projects."

Section 201.100 of the regulations echoed the statute. Section 201.102 required that identification of instructional area include "grade levels to be served" and "types of educational needs to be addressed." Section 201.104 required that LEAs use specified criteria and objective data to the extent possible in order to identify participants' precise educational needs in detail, to "determine whether certain ...needs are best addressed through non-instructional support services," and to identify any factors contributing to participants' educational deprivation. Section 201.105 required that LEAs "develop specific educational objectives, and specific types of services and instructional services to achieve those objectives."

ECIA of 1981. Section 556(b)(2) requires in part that the annual educational needs assessment "determines the needs of participating children with sufficient specificity to ensure concentration on those needs." Section 200.51(c) echoes the law.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested a description of diagnosis method or data collected to determine participants' needs, and information on instructional design such as materials and instructional techniques to be used.

Examples. In collecting information on how LEAs diagnose Title I participants' individual needs, fourteen states used open-ended questions. Exhibits 40, 41, and 42 illustrate various questions used.

Exhibit 40

Does the project require the development of individualized educational plans? Yes_____ No_____

Diagnostic Instruments. List diagnostic instrument(s) to be used to determine educational needs of students to be served and describe how the instrument(s) will be used.

_____
_____

Instructional Approaches. Identify instructional approaches to be used, including any variations required at various grade levels.

_____
_____

Instructional Materials. Describe nature and purposes of instructional materials and supplies to be used.

_____
_____

Exhibit 41

STUDENT NEEDS ASSESSMENT

Describe the procedures you will use to determine each participant's needs. (What diagnostic devices will you use? What information will be sought from parents, classroom teachers, students and cumulative records, and ongoing assessments?)

INSTRUCTIONAL ACTIVITIES

In order to reach the project objectives, what specific type of instructional activities do you plan to conduct?

Describe in sufficient detail to (1) provide guidelines for a teacher implementing this project and (2) to allow parents to understand the project. The instructional activities should be specific enough to allow visitors and application reviewers to judge the appropriateness of the activities to the objectives. Samples of typical lesson plans or student goal statement are appropriate enclosures. Describe function of major personnel such as home-school coordinators. [Attaching job descriptions can be very helpful.] Information about materials and specific programs should be included.)

Exhibit 42*

Describe how the following relate to the process of individualization.

Diagnostic tests

a. Name of test, inventory
b. When diagnostic tests are to be administered
c. How the results shall be used in conjunction with the scope and sequence and by whom

The _____ Diagnostic Test and the _____ inventory will be administered to Title I students during the first two weeks of school. Individualized educational plans will be written for the students based on the results of these diagnostic measures. Students will be evaluated informally mid year. The results of these tests and IEPs will be kept in a folder for teacher use.

Describe the types of materials, supplies, and equipment and list on attached supply or equipment pages major items that will have to be purchased with Title I funds to implement the instructional activity.

* Items located in two different parts of the Program Design section of the application.

Two states used a checklist format (see Exhibits 43 and 44). One state used a mixed checklist/open-ended question format. No sample is included for this format.

Check the items you plan to utilize as your basic approach to instruction in this area of learning

	Elementary	Secondary
Diagnosis of specific skill deficiencies of the group with subsequent teaching of such skills to the group	☐	☐
Diagnosis of specific skill deficiencies of each individual pupil with subsequent teaching of individual pupils in a one-to-one relationship	☐	☐
Working with pupils as they are and teaching to the pupil's difficulties as they emerge in the group utilizing informal diagnostic techniques	☐	☐
Other (Specify) _____ _____ _____	☐	☐

Check the types of materials, supplies and equipment you plan to use in this project to instruct pupils in areas of need

	Elementary	Secondary
Textbooks	☐	☐
Books other than textbooks	☐	☐
Printed materials other than books	☐	☐
Commercial games	☐	☐
Parent and/or teacher prepared games	☐	☐
Machines that teach	☐	☐
Audio-visual equipment and materials	☐	☐
Manipulatives and models	☐	☐
Art materials for subject related projects	☐	☐
Dramatic materials	☐	☐
Other (Specify)_____	☐	☐

Check the items you plan to use in the diagnosis of pupil deficiencies

	Elementary	Secondary
Tests of Auditory Deficiency	☐	☐
Tests of Visual Deficiency	☐	☐
Tests of Speaking Deficiency	☐	☐
Formal Inventories	☐	☐
Informal Inventories	☐	☐
Diagnostic Tests	☐	☐
Attitude Surveys	☐	☐
Case Studies	☐	☐
Staffing	☐	☐
Criterion Measures	☐	☐
Other (Specify)_____ _____	☐	☐

Indicate the methods used to diagnose specific Title I student needs

_____ Achievement Tests (list) _____

_____ Diagnostic Tests (list) _____

_____ Teacher-Made Tests

_____ Teacher Referral (specify criteria used to refer students) _____

_____

_____

_____ Other (specify) _____

_____

Complete where applicable

Activities of instruction

	Elem.	J.H.	H.S.
Phonics			
Sightwords			
Language Experience			
Study Skills			
Content Area Reading			
Psycholinguistic			
Supplement Basal Series			
Reading Games			
Survival Reading			
Programmed Instruction			
Math Drill (basic facts)			
Math Games			
Survival Math			
Other (specify)			

_____

_____

NOTE: The Title I personnel will base all Title I instruction on an individualized educational plan developed in conjunction with classroom teachers, support personnel, parents and students (where appropriate).

Coordination with Other Programs

P.L. 95-561. Section 124(f) of P.L. 95-561 required that in planning programs, LEAs consider the benefits and services of other available agencies, organizations or individuals, and consider suggestions and offers of assistance in order to avoid duplication of effort. In addition, before expending federal funds, the LEAs were to seek SEA assistance in locating other health, social or nutritional services.

Section 200.40 of the 1981 regulations repeated the statute and added an encouragement to "coordinate Title I instructional services with services provided under other programs including the regular instructional program provided by the LEA." Section 200.41 elaborated on procedures for LEAs to request assistance in locating services and conditions under which the SEA may grant approval of LEA expenditure on health, nutrition and social service programs. Section 200.42 described procedures for the simultaneous use of Title I funds and funds from other sources.

ECIA of 1981. ECIA makes no mention of coordination with other programs. However, it is not inconsistent with the intent of Chapter 1 to coordinate services with other programs.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient if it requested specific information on contacts made to other service providers and requested information on the type of benefit or offer available, for example funds, service, information, or guidance in the form of consultation.

Examples. Four states had applications which collected sufficient information in this area. Two states used charts to collect information about other community services available (see Exhibits 45 and 46). Two states used open-ended questions. Exhibit 47 is an example of this format.

Exhibit 45

Program Design and Needs Assessment

List the public and private agencies contacted (excluding public schools) and identify by type the involvement of each agency, i.e., funds, services (specify), and personnel (specify).

Name of Agency	Contact Date	Funds	Involvement (Service/Personnel)

COORDINATION WITH OTHER AGENCIES

_____ FY 81
DISTRICT NAME

NAMES OF AGENCIES	SERVICES AVAILABLE	PROCEDURES FOR CONTACTING AGENCIES AND UTILIZING SERVICES
(1)	(2)	(3)

Exhibit 46

37

INSTRUCTIONS FOR COMPLETION

COORDINATION WITH OTHER AGENCIES (PL 95 561, Section 124(f))

Column

(1) – List each organization or agency in the district, that offers some type of benefit or service to educationally deprived children, which was invited by the school district to participate in the planning of this project. Place an asterisk by the name of each agency that responded and two asterisks by the name of each agency that responded and volunteered to cooperate in providing a service or services.

(2) – Give the type of benefit or service available from each organization or agency. (Example: "Lion's Club – eye glasses"; "HRS – Division of Social and Economic Services – life support services for eligible children", etc.)

86

(3) – Describe the procedures adopted to contact and utilize the available services from the agencies listed. (Example: a letter was mailed to each agency describing the nature of the children being served in the Title I project and the services that the Title I project provides for these children. Each agency was asked to respond by letter giving the benefit or service available along with the name and phone number of an individual in the agency who would serve as a contact for solicitation of available services.)

87

DISTRICT PAGE _____

Exhibit 47

School Term Covered: Regular 19___ /___ , Summer 19 ___

NEEDS ASSESSMENT – SUPPORT SERVICES (If Applicable)

Summary of data derived from the assessment of needs of educationally deprived children in eligible attendance areas. (Data summarizes analysis of needs of preschool, public, handicapped, dropouts, private, non-English speaking children and children residing in local institutions for the neglected and delinquent.)

1. What existing sources of data and what groups were consulted to determine the supportive needs of those children receiving Title I services?

2. Identified Needs to be Addressed	Estimated Number of Title I Participants to Receive Support Services

3. What sources or agencies were contacted in an effort to provide the above requested supportive services? Give the dates of contact.

Teacher and School Board Participation

P.L. 95-561. Section 124(i) of P.L. 95-561 required that participating schools' teachers and school board be involved in planning and evaluation of the LEA Title I program.

Section 200.30 of the 1981 regulations reiterated the language of the law and added that LEAs provide those teachers and school boards with access to the evaluation results/report in order that the information be used for planning and improving the program.

ECIA of 1981. Section 556(b)(3) of Chapter 1 requires, in part, that programs be "designed and implemented in consultation with teachers" of children being served.

Section 200.53 of the regulations echo the statute, adding that participating private school children's teachers must be included.

The Draft Chapter 1 Handbook contains several suggestions for implementing these new requirements for parent and teacher consultation. In addition to suggesting that LEAs may use staff meetings as a consultation format, the Handbook points out that Section 555(c) of Chapter 1 permits LEA expenditures for reasonable and necessary costs associated with teacher consultation (i.e., meetings) because the cost was authorized under Title I.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested information on who, how, and when teachers and school board members would be involved in planning and evaluating the project.

Examples. Of the four state applications receiving sufficient ratings on this point, two contained open-ended questions (see Exhibit 48) and one contained a chart (see Exhibit 49). On one application, both a chart and open-ended questions were used to collect required information (see Exhibit 50).

PROGRAM PLANNING

GIVE A DETAILED EXPLANATION OF HOW PARENTS, PAC's, TEACHERS AND SCHOOL BOARD WERE INVOLVED IN THE PLANNING OF THE PROGRAM.

PARENTS -

PAC's -

TEACHERS -

SCHOOL BOARD -

PROJECT PLANNING: PERSONNEL INVOLVEMENT

_____ FY 81
DISTRICT NAME

NAME AND TITLE	CONTRIBUTION TO PROJECT	HOURS
(1)	(2)	(3)

Exhibit 49

92

INSTRUCTIONS FOR COMPLETION

PROJECT PLANNING: PERSONNEL INVOLVEMENT (PL 95-561, Section 124(b), (j); 45 CFR Section 116a.21(g))

Federal law and regulations require involvement in the planning of Title I projects by members of school boards or comparable authority, teachers in schools participating in programs assisted under this Title, parents and persons knowledgeable of the needs of nonpublic and public school children and children in local institutions for the neglected and delinquent.

Column

91

(1) – Please give the names of three (3) individuals who represent each of the categories of personnel required to be involved in planning the Title I Project. (If three (3) individuals or less representing each of the aforementioned categories are involved in project planning, name all the individuals involved.)

92

(2) – Please give the nature of the involvement for each person listed. Such involvement could have been: selecting eligible schools; needs assessment; budgeting; in service, etc.

(3) – Give an estimate of the hours contributed to project planning by each person listed.

DISTRICT PAGE _____

Exhibit 50

Involvement of the Local Board of Education and Teachers in Planning and Evaluation.

A. List meetings and materials that have been placed in the hands of teachers and board members, or other contacts with teachers and board members indicating dates, location, and number in attendance.

	Date	Location	Group Represented	Number by Group
Meetings				
Media Announcements				
Surveys-Questionnaires				
Other				

B. List data provided by teachers and/or the board which were included in needs assessment.

C. List specific suggestions or recommendations that teachers or the school board made that have been incorporated into present program plan.

Training Aides with Teachers

P.L. 95-561. Section 124(1) of P.L. 95-561 required that programs which involve educational aides and volunteers have "in effect well developed plans providing for coordinated programs of training in which education aides, including volunteers, and the professional staff who they are assisting will participate together."

Section 200.60 of the 1981 regulations expanded upon the statutory requirement by mandating that training be directly related to a Title I service, be provide as needed to ensure aides are adequately trained, and be coordinated with other training conducted by the LEA.

ECIA of 1981. Section 555(c) of Chapter 1 references expenditures for "training of teacher aides" and later training of teachers." Joint training of staff including aides in order to improve program operation and economize on training costs is not inconsistent with the intent of the law.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested information on who attends each training session that is being or will be provided and when or how often training will be conducted.

Examples. Ten states used charts to collect information on staff training, as in Exhibit 51. Six states elected the open-ended format (see Exhibit 52).

Exhibit 51

IN-SERVICE TRAINING

Describe joint in-service training of teachers and teacher aides; where, what when, who, etc. (6 hour minimum)

Exhibit 52

INSERVICE TRAINING FOR TITLE I *(PART A, SUBPART 3, SECTION 124)*

(Title I Specific Inservice)

1. In conducting your project staff inservice needs assessment, what needs where identified in relation to the objectives of this project? List:

A. _____ D _____

C. _____ D. _____

Summarize below the inservice training planned for your staff members

☐ Summer Term ☐ Regular and Summer Term

☐ Regular Term

(2)	(3)	(4)	(5) TYPE					(6) ATTENDED BY						(7) *CONDUCTED BY						(8) EVALUATION			(9) COST	
LOCATIONS	NEED TO BE MET	APPROXIMATE DATES	Workshop	Inter Visitation	Intra Visitation			Teachers	Other Professionals	Education Aides	Other Non Professionals			Teachers	Other Professionals	Education Aides	Other Non Professionals			Checksheet	Outside Evaluation		Title I	LEA

*Information as required to meet State policies concerning consultants and inservice training must be attached

TOTAL

The LEA assures:

Yes No 10. Title I aides, including volunteers, and the professional staff they assist have been or will be provided coordinated programs of training

Yes No 11. Title I staff members have been provided other inservice opportunities (LEA funded) on an equitable basis

Yes No 12. Preservice training of Title I staff members will include: a. a review of the evaluation of the previous year's program, and b. a review of all aspects of the approved application especially the specific objectives and evaluation plans of the program

Yes No 13. Preservice and/or inservice provided under Title I for teachers who will be serving as specialists dealing solely with participating Title I children in private or public schools (if applicable) shall be tailored to enable the teachers to meet the special education needs of the participating Title I children and be related to the approved Title I program. Others who may receive such programs include: parent council members and volunteers, non Title I specialists, regular classroom teachers of such children, and principals of schools for which Title I projects have been approved

Written Complaint Resolution Procedures

P.L. 95-561. Section 128 of P.L. 95-561 required LEAs to "develop and implement ... written procedures for the resolution of complaints made ... by parent advisory councils, parents, teachers, or others ... concerning violations" of Title I or applicable provisions of G.E.P.A. The procedures had to provide specific time limits for resolution (generally less than 30 days), provide complainant with an opportunity to present evidence, provide right of appeal of LEA resolution to the SEA within 30 days, and include a dissemination plan to inform interested parties of these procedures.

Sections 200.180 through 200.188 and 200.240 through 200.249 related to complaint review and resolution from the LEA level through ED. Sections 200.180 through 200.185 were relevant to LEAs and included requirements of the contents of a complaint, who could file a complaint, where to file a complaint, procedures for resolution, time limits, and appeals to the SEA.

ECIA of 1981. Chapter 1 does not reference procedures for resolution of complaints. However, it is not inconsistent with the intent of the program for interested LEAs to develop and implement complaint procedures.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it either requested a description of written complaint procedures or requested that a copy of the actual written procedures be attached.

Examples. Four states used an open-ended question to request a description of complaint resolution procedures, at the same time outlining in the instructions the types of information to be provided (see Exhibit 53).

Exhibit 53

A. Complaint Procedures

Describe policies and procedures adopted at the local level to handle complaints concerning the Title I project.

Instructions

An effective complaint procedure at the local level in most instances will resolve issues. The local educational agency's complaint procedure must include the following components:

(1) Specific time limits for investigation and resolution of the complaint (not to exceed thirty days).

(2) Opportunity for complainant or their representative to present evidence, including opportunity to question parties involved.

(3) Right to appeal the final resolution to the SEA within 30 days after receipt of a written decision.

(4) Dissemination of information to interested parties, including all district and school parent advisory councils.

Nine states requested that a copy of written complaint procedures be attached (see Exhibits 54 and 55).

Exhibit 54

LOCAL EDUCATION AGENCY COMPLAINT PROCEDURES
In accordance with P.L. 95-561, each local educational agency using Title I funds must develop written procedures for the resolution of complaints. Such procedures must conform to the provisions contained in Section 128 of P.L. 95-561. A local district can develop its own procedures or may use the model included in the "Directions for Completing the 1979-82 Application for Compensatory Education Programs," page

ATTENTION: EACH local educational agency must DEVELOP and RETURN ONE copy of its official "Complaint Procedures for ESEA Title I" with this application form.

Exhibit 55

COMPLAINT PROCEDURE

Attach a copy or provide a brief summary of the district's procedure for handling complaints regarding the program.

Evaluation

Evaluation of Effectiveness in Meeting Special Needs

P.L. 95-561. Section 124(g) of P.L. 95-561 required in part that states develop effective procedures to conduct evaluation every three years, of the effectiveness of Title I programs in meeting the special educational needs of participating children. The foci of the evaluation were to be achievement of program goals the purposes of the program, and participant educational achievement in basic skills.

The evaluation regulations for P.L. 95-561 were issued in 1979 and later incorporated in the 1981 program regulations. Their content was the same. Section 200.130 of the 1981 regulations echoed the 1978 statute, including the requirement that LEAs conduct evaluation at least once every three years. In addition, Sections 201.170 through 201.177 contained specific mandates regarding standards for evaluation, use of models, model requirements, alternative models, frequency of evaluation, and reports of evaluation results by LEAs and SEAs.

ECIA of 1981. Section 556(b)(4) of Chapter 1 stipulates in part that the SEA must be satisfied by the terms of the LEA application that the LEA will keep records and provide information to the SEA for program evaluation. The foci of evaluation activities are program "effectiveness in achieving goals set for them, and... objective measures of educational achievement in basic skills."

The regulations for ECIA state in Section 200.13(b) that the LEA application include the assurances referenced in Section 556(b) of the new law, i.e., Section 556(b)(4) is evaluation. Section 200.54 of the regulations relate to Section 556(b)(4) of the statute, adding that evaluation be conducted at least once every three years. Note that the regulations do not reiterate the Chapter 1 language that evaluation include a focus on program achievement of goals set for them.

Flexibility increased under ECIA in that the regulations do not stipulate specific methods or models for evaluation. The Draft Chapter 1 Handbook however, indicates that the models required by the 1981 Title I regulations may be used to satisfy ECIA Chapter 1 requirements, but are not required.

Review criteria. Based on the requirements in Section 124(g) of P.L. 95-561 and on knowledge of good practices in effective Title I evaluations, rigorous rating criteria were developed. An LEA application was considered sufficient for this item if it requested specific information on the following three points:

- procedures for effective evaluation, including the mechanics of testing, pretests and posttests used, test cycle/dates, subtest, level, form, etc.;
- performance objectives of the instructional programs; and

- procedures for matching evaluation measures to program objectives or curriculum.

Examples. Only three states had applications that collected sufficient information on this point. In all cases, a mixed-format was used and items were dispersed in various parts of the application (see Exhibit 56A and 56B)

Exhibit 56A

State the objective(s) of this project component in the following space.

How is the performance change or educational achievement going to be measured? A. State the test to be used as a measurng device and give the frequency. (e.g., pretest, posttest, etc.)

Exhibit 56B

Reliability and Validity of Evaluation Instruments and Procedures

What is the first day of school for students? (1981-82)
____month ____day 81 year

What tests will be used for the evaluation?
(Include data for all project/components in grades K-12)

PRETEST									
Project/Component Name	Grade Levels	Name	Edition	Area or Subtest	Form	Level(s)	Test Administration Dates		
							Yr.	Begin. Mo/Day	End Mo/Day

POSTTEST									
Project/Component Name	Grade Levels	Name	Edition	Area or Subtest	Form	Level(s)	Test Administration Dates		
							Yr.	Begin. Mo/Day	End Mo/Day

3. What procedures were used to determine that the content of the test matches the content of the Title I project/component curriculum?

Measure Sustained Effects

P.L. 95-561. Section 124(g) of P.L. 95-561 required in part, that evaluation activities include "objective measures of educational achievement in basic skills over at least a twelve-month period in order to determine whether regular school year programs have sustained effects over the summer."

The 1981 regulations in Section 200.130(b)(3) echoed the statute. Section 201.170 through 201.177 also contained information relating to evaluation standards, models, frequency, and reporting by LEAs and SEAs.

ECIA of 1981. Section 556(b)(4) of Chapter 1 states in part, that three-year objective evaluations of basic skills achievement include "a determination of whether improved performance is sustained over a period of more than one year." Section 200.54(b) of the regulations repeat verbatim the language of the statute.

Review criteria. Using the requirements of P.L. 95-561 as a guide, an application was considered sufficient on this item if it requested the dates of pretest, posttest, and a third data point test of sustained effects.

Example. Four states used a chart to collect the dates of the pretest and posttest, and third data point tests (see Exhibit 57). Four states used open-ended questions, as in Exhibit 58. Four states used a mixed-format, as in Exhibit 59, where a chart is used to collect pretest and posttest information, and a fill-in-the-blank item is used to obtain the date of the "sustaining effects" test.

Exhibit 57

Schedule for Evaluating Activities for ESEA Title I (Cont'd)

Grade Level	Dates of Testing*			Metric (Score) To Be Used (Percentile, NCE, Grade Equivalent, Stanine, Objectives Mastered)
	First Testing	Second Testing	Third Testing	
(1)	(2)	(3)	(4)	(5)

*A period of at least 12 months must occur between the first and third testing period. The first and second testing dates might be the same as those shown in Item 5.

Exhibit 58

- Testing cycle (e.g., fall-to-spring) to be used. (Consider also testing requirements for non-impact data.)

- Procedures to be used to collect data at a third data point for sustained effects impact evaluation.

Exhibit 59

PROJECT COMPONENT/EVALUATION

_____ COMPONENT CODE

_____ FY 81

DISTRICT NAME

(1)	(2)	(3)				(4)					
Component Code	Grades Served	Evaluation Method				Pre-Test			Post-Test		
		Model			Other	Name	Level	Date (Mo./Day/Yr.)	Name	Level	Date (Mo./Day/Yr.)
		A	B	C							

☐ ☐ (i) Has the district made provisions for conducting its "sustained effects" study? If yes, give date(s) _____/_____/_____. If no, please attach sheet and provide an explanation.

96

Use of Evaluation for Program Improvement

P.L. 95-561. Section 124(g)(3) required, in part, that the results of evaluation efforts "be utilized in planning for and improving projects and activities carried out under this title in subsequent years."

Section 200.130 of the 1981 regulations echoed the statute.

ECIA of 1981. There is no reference to use of results of evaluation for program improvement. However, use of evaluation data in planning future programs is not inconsistent with the intent of Chapter 1 programs and evaluation activities. In addition, Section 555(c) of Chapter 1 allows LEA Chapter 1 to spend funds for a variety of activities and purchases, including plannin of such programs and projects.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient if it requested a description of how any evalution data would be used in any way to improve the program.

Examples. For this point, only one format was used by SEAs. Sixteen states included open-ended questions on their applications which were similar to the examples in Exhibits 60 and 61.

Exhibit 60

10. Please give a brief explanation of improvements in your project based on evaluation results:

Exhibit 61

7. How do you plan to use your evaluation data as feedback for improving future programs?

Parent Involvement

Parent Participation

P.L. 95-561. Section 124(j) of P.L. 95-561. required that participating children's parents be permitted to assist in the establishment of Title I programs, and that they be informed of and be allowed to make recommendations regarding instructional goals and their children's progress; parents were also to be given opportunities to assist with their children's goal achievement. Section 200.31 of the 1981 regulations repeated the statute and cited additional applicable parent involvement requirements.

ECIA of 1981. Section 556(b)(3) requires, in part, that Chapter 1 programs be "designed and implemented in consultation with parents" of participating children.

Section 200.53 of the regulations repeat the statute adding that participating private school children's parents must be included. In addition, the regulations permit LEAs to use parent advisory councils (PACs) to fulfill the consultation requirement, but emphasize that this option is not mandated.

The Draft Chapter 1 Handbook contains several suggestions for implementing these new requirements for parent and teacher consultation. Among these are use of regularly scheduled open meetings, invitation of all parents, including those whose children do not participate, and employment of a parent coordinator.

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested either:

- how or when parents will be involved in planning and recommending goals; and how or when parents will be provided information on their children's progress and opportunities to assist their children;

OR

- certification by a PAC representative that the above will occur.

Examples. Six states used open-ended questions, one used a chart, and one used a combination of the two. Exhibit 62 is a sample of the open-ended format. Exhibit 63 illustrates the chart format.

Exhibit 62

PARENTAL INVOLVEMENT (Federal Register 116a.22(A)(8))
Describe provisions for informing and consulting with parents concerning the services to be provided for their children under Title I, the performance of their children and the ways in which such parents can assist their children in realizing the benefits those services are intended to provide.

PROGRAM FORMAT
PROGRAM DESCRIPTION

Program _____ DUE DATE: As Needed

Project Goal(s): _____

_____

Total amount budgeted for this project $ _____

Objectives	Major Activities	Budget Amount	Evaluation Related to Objective/ Documentation Related to Activities

Exhibit 63

d. Parent involvement activities must be included in the program description. In the activities:

1. Describe the method by which parents of children participating in the Title I program are informed of and given the opportunity to express their opinions about the Title I program.
2. Describe the procedure by which parents are given the opportunity to assist in their child's achievement in the educational program.
3. Describe the training program established for members of the parent advisory council.

District Advisory Council

P.L. 95-561. Section 125(a) of P.L. 95-561 required, in part, that every LEA organize an advisory council with members elected by parents in the district, and with a majority of members being parents of participating children but including representatives of eligible non-participating children and schools. District residents who were not teachers or parents of eligible students or schools could participate.

Sections 201.150 through 201.162 provided detailed guidance related to parent advisory councils. Requirements included the purpose of councils, councils to be established, composition of district councils, models for nominating and electing membership, procedures for elections, and a prohibition against LEAs imposing restrictions on councils.

ECIA of 1981. Chapter 1 makes no specific reference to District Advisory councils. Section 556(b)(3) of Chapter 1 requires, in part, that programs be "designed and implemented in consultation with parents" of children being served.

Section 200.53 of the regulations repeat the statute adding that participating private school children's parents must be included. In addition, the regulations state that " an LEA may, but is not required to, establish and use parent advisory councils."

As mentioned earlier, the Draft Chapter 1 Handbook contains suggestions of methods that may be used to meet the parent consultation requirement (see Section L herein).

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested the number of district council members who are parents of Title I students, the method used to select members, and the number of district council members who represent eligible non-participating students.

While not required by ECIA, some states may wish to encourage districts to continue parent councils as a method of parent consultation.

Examples. Only six states received sufficient ratings for their application items related to this requirement. Three SEAs used open-ended questions to obtain descriptions of district advisory councils. Exhibit 64 illustrates this format. Exhibit 65 illustrates a mixed format such as the one used by a total of three states.

Exhibit 64

DISTRICT ADVISORY COUNCIL (DAC)

The law requires each local educational agency to establish a District Advisory Council.

Membership

a. Describe the composition of the Distric Advisory Council.

[1] Explain how a majority of parents of participating students will be members of the Council.

[2] Explain how representatives of children and schools eligible to be served by, but not currently participating in, programs have membership on the Council.

b. How is the membership elected?

c. How are officers of the Council elected?

Exhibit 65

PARENTAL INVOLVEMENT

A. PARENT ADVISORY COUNCIL MEMBERSHIPParents of Title I participants must consitute a majority.

1. District Advisory Council

Enter the number of members who are:

____ Parents of Title I participants

____ Parents of non-Title I participants

____ Teachers

____ Representatives of children and schools eligible to be served but not currently participating in Title I.

____ Other

____ TOTAL MEMBERSHIP

B. Describe the election process for District Advisory Council and School Advisory Councils.

How are vacancies on the council to be filled?

School Advisory Council

P.L. 95-561. Section 125(a) of P.L. 95-561 required, in part, that LEA Title I project areas or project schools with more than one (1) fulltime equivalent staff member and more than 40 students establish "an advisory council for each project area or project school;" such a council must have a majority of members be parents of participating children and must have its membership elected by parents in the project area or school.

In addition, LEA Title I project areas or project schools with 75 or more participating students must abide by additional council requirements: must have at least 8 members serving two-year elected terms (members may be re-elected); must elect officers after being organized; and must meet frequently enough at times and locations determined by the council. Teachers in eligible project areas and schools who reside outside the area or district could participate.

Sections 201.150 through 201.162 provided detailed guidance relating to parent advisory councils. Requirements included the purpose of councils, councils to be established, composition of district councils, procedures for elections, and a prohibition against LEAs imposing restrictions on councils.

ECIA of 1981. As previously discussed, Section 556(b)(3) of Chapter 1 requires, in part, that programs be "designed and implemented in consultation with parents" of children being served.

Section 200.53 of the regulations repeat the statute adding that participating private school children's parents must be included. In addition, the regulations state that " an LEA may, but is not required to, establish and use parent advisory councils."

As mentioned earlier, the Draft Chapter 1 Handbook contains suggestions of methods that may be used to meet the parent consultation requirement (see Section L herein).

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested the number of council members who are parents of Title I students, and the method of choosing members, and either the number of Title I students served, or the number of full-time equivalent Title I staff.

Examples. SEA applications that satisfied the above criteria included one application that used an open-ended question format (see Exhibit 66) and ten that used more than one format (see Exhibit 67A and 67C). Exhibit 67C is included because it demonstrates the number of Title I students served, necessary for determining whether school level councils are required. In the latter case, numbers of council members and participating children were collected through charts (see Exhibit 67A and 67C) and method of election to PACs was collected through open-ended questions (see Exhibit 67B).

Exhibit 66

Please provide the following information for all Parent Advisory Councils: (1) A list of members and officers, indicating whom they represent [i.e., Title I children, non-participating but eligible schools, etc,] (2) length of terms (3) Tentative date of next election, and (4) For each Title I school attendance area with no PAC, the number of Title I students served and f.t.e. Title I staff. (Sec. 125(a)(B)

Exhibit 67A

PARENT ADVISORY COUNCIL MEMBERSHIP
Parents of Title I participants must constitute a majority.

Enter number of members who are:

School Attendance Area Council		
	District-Wide Council	
		Parents of Title I participants
		Parents of non-Title I students
		Non-Public school parents
		Community members
		Others
		Total Membership
	Number of Attendance Area Councils	

Exhibit 67B

PARENT ADVISORY COUNCIL SELECTION PROCEDURE

1. How and when were parents notified about selecting a Parent Advisory Council:

2. How and when were nominations and selections made:

Exhibit 67C

PUBLIC SCHOOLS IN DISTRICT, ELIGIBLE ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE AT SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED

	List All Schools According to Grade Span (List in rank order per col. 4 or col. 5)	Total Number Of Children Enrolled in Each School Listed in Col. 1	Number of Children Residing in Attendance Areas			Estimated Number of Children Who Will Participate in Activities at Schools Listed in Column 1.			
			Total	From Low-Income Families	Percent (Col. 4÷3)	From Public Schools	From Private Schools	Total (Cols. 6-7)	Number in Col. 8 From Outside of Program Area
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
A	Elementary Schools:								
	Total:								
B	Middle or Jr. High Schools:								
	Total:								
C	Senior or High Schools:								
	Total:								

Advisory Council Responsibilities

P.L. 95-561. Section 125(b) of P.L. 95-561 required that councils be given responsibility for advising the LEA "in planning for and implementation and evaluation of" LEA Title I programs and projects.

Section 201.159 of the 1981 regulation elaborated on the statute, specifically requiring council input on the project application, use of alternative ranking based on educational deprivation, and approval of a plan for a school-wide project.

ECIA of 1981. As previously discussed, Section 556(b)(3) of Chapter 1 requires, in part, that programs be "designed and implemented in consultation with parents" of children being served.

Section 200.53 of the regulations repeat the statute adding that participating private school children's parents must be included. In addition, the regulations state that " an LEA may, but is not required to, establish and use parent advisory councils." Specific responsibilities of parents or parent councils, if used, are not discussed.

As mentioned earlier, the Draft Chapter 1 Handbook contains suggestions of methods that may be used to meet the parent consultation requirement (see Section L herein).

Review criteria. Using the language of P.L. 95-561 as a guide, an LEA application was considered sufficient on this item if it requested a description of the councils' responsibilities for planning, implementing, and evaluating the project and information on how the council will be involved in each activity.

Examples. Only one format was used by SEAs to collect this information. Nine states used open-ended questions to determine parent advisory councils' responsibilities regarding Title I programs. One example of a sufficient application appears as Exhibit 68.

Exhibit 68

Describe how parents of children to be served are involved in:

Determination of Educational Needs

Implementation of the Title I Program

Evaluation of the Title I Program

Chapter 1 Applications

Most states revised their Title I applications to match the requirements of Chapter 1. Several states provided copies of their new Chapter 1 applications to the State Management Practices Study. Those presented here are representative of all applications submited to the study.

Exhibit 69 was submitted by the Colorado Title I coordinator. The Colorado Chapter 1 application, accompanied by instructions, is very similar to the former Title I application. Thus, LEAs will be familiar with the format and data requests, and completing this application will require few new efforts. The application covers a three-year period, with Section I submitted annually and Section II submitted every three years.

Exhibit 70 was submitted by the state of Michigan. It appears that portions of the Michigan Chapter 1 application are computerized, such as the budget information on page 4. In addition, the entire application is only eight pages in length. The instructions, only seven pages long, are filled with example responses, completed charts, and other guidance to facilitate the application process. The application appears to cover only one year of program operation.

Exhibit 71 was provided by the Mississippi Title I office. Mississippi appears to rely heavily upon assurances for certain Chapter 1 requirements. In addition, the first two sections of the application need be submitted only once every three years unless amendments are necessary. The program description section needs to be annually submitted and includes information requests similar to many of those under Title I.

Exhibit 72 displays the Texas Chapter 1 application and a portion of the instructions. Due to its length, only the portions of the instruction package related to instructional improvement in basic skills, program design, and program implementation are presented here. The Texas form is a consolidated program application for Chapter 1, Chapter 2, and the state bilingual/ESL programs. The application covers a one-year period.

Exhibit 73 was provided by the state of Vermont. The Chapter 1 application has two components. The first is to be completed and submitted to the state, apparently annually. Part II is referred to as the local program director's guide. It is to be completed prior to the beginning of the three-year Chapter 1 program, but it is to be retained at the local level. When program monitors visit LEAs during the grant period, they will review Part II with the local program director.

All of these Chapter 1 applications reflect innovative practices developed for the new Chapter 1 programs. It is hoped they will provide ideas that will benefit other states as they plan and revise their Chapter 1 practices.

COLORADO DEPARTMENT OF EDUCATION

Special Projects Unit

APPLICATION FOR FUNDS TO MEET THE NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN
(Submitted Annually)

CHAPTER I, ECIA, P.L. 97-35

(1) NAME OF LOCAL EDUCATIONAL AGENCY_____ (2) CITY_____

(3) Request for funds for FY____. (4) County and District No._____ (5) Program No._____

(6) If BOCES, check /__/. (If BOCES, complete this form for each district.)

(7) AGREEMENT

The Board of Directors of (a)_____ with the submission of this document and its attached pages hereby makes application for federal funds made available to the said Board of Directors under the provisions of P.L. 97-35, Chapter I ECIA. At its regular meeting (b)_____ 19___, the Board authorized (c)_____ to act as its authorized representative, to conduct all business related to the planning, implementation, operation and evaluation of this grant program, to submit all required reports and generally conduct business related to the administration of the funds received from this grant.

In consideration of the receipt of these grant funds, the Board agrees to conduct the program and to implement the program in the manner described in this application with the understanding that the application may be revised for reapproval by the Colorado Department of Education at any time, to repay all funds not obligated by June 30 of the fiscal year succeeding the fiscal year in which the grant was originally approved and to repay all grant funds determined to be due the federal government as a result of an audit determination in a manner deemed to be reasonable by either the state or the federal government.

(d)_____
Signature of President of the Board of Directors

Pursuant to the provisions of P.L. 97-35, I certify that teachers and parents of the children to be served in schools to be assisted with these grant funds were consulted in regard to the design and implementation of the program contained in this application. It is further certified that all records pertaining to fiscal audit and program evaluation will be maintained and made available to authorized officials of the state or federal government upon request. It is further certified that the above-named agency has, in effect, 1) a districtwide salary schedule, 2) a policy to ensure equivalence among schools in teacher, administrator, and auxiliary personnel, and 3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

(e)_____
Signature of Authorized Representative

Exhibit 69 (page 1 of 34)

(8) Program No._____

(9) CDE APPROVAL

(a) This application has been reviewed and tentatively approved, subject to the conditions in the attached memorandum.

_____ Date _____
Signature of Assigned Consultant

(b) This application has been reviewed and approved by the Colorado Department of Education regarding legal and compliance issues compared with the limited information in the application, applicable laws and regulations.

_____ Date _____
Signature of Assigned Consultant

114 To be eligible for Chapter I funds, it is necessary for the LEA to show that it is spending at least 90% of the funds in the current fiscal year that it spent in the previous fiscal year. You need not do anything about this except to keep it in mind. The CDE will make the calculations as a result of the expenditures reported on the district's CDE-3 report.

(10) MAINTENANCE OF FISCAL EFFORT

FY 1980 Ending December 31, 1980	FY 1981 Ending December 31, 1981
_____	_____
PPE, Aggregate	PPE, Aggregate
	By_____

Exhibit 69 (page 2 of 34)

SELECTION OF CHAPTER I ATTENDANCE AREAS

(11) Program No. _____

(12) Basis of Selection:
- a. Number of Children from Low Income Families /1/
- b. Percent of Children from Low Income Families /2/
- c. Both Number and Percen. /3/

(13) Average Used:
- a. District Average /1/
- b. Elementary Average /2/
- c. Jr. High Average /3/
- d. Sr. High Average /4/

(14) This Page Lists:
- a. All Schools in District /1/
- b. Elementary Only /2/
- c. Jr. High Only /3/
- d. Sr. High Only /4/

(15) Source of Data
- a. AFDC /1/
- b. Free School Lunch /2/
- c. U.S. Census /3/
- d. Other /4/

Specify: _____

NAME OF SCHOOL (16)	SCHOOL CODE (17)	GRADE SPAN (18)	CHILDREN ENROLLED (19)	RESIDENT CHILDREN (20)	NO. FROM LOW INCOME FAM. (21)	PERCENT (22)	PARTICIPANTS (PUBLIC) (23)	PARTICIPANTS (PRIVATE) (24)	TOTAL PARTICIPANTS (25)
(26) TOTALS									
(27) AVERAGES									

Exhibit 69 (page 3 of 34)

(28) Program No._____

PRIVATE SCHOOLS SUBMIT THIS PAGE ONLY IF PRIVATE SCHOOLS ARE SERVED

(29) LEVEL_____ PRIVATE SCHOOLS

NAME OF PRIVATE SCHOOL (30)	SCHOOL CODE NUMBER (31)	CODE NUMBERS OF PUBLIC ATTND AREAS (32)	TOTAL ENROL EACH SCHOOL (33)	NUMBER OF CHILDREN RESIDING IN PROJ. AREAS (34)	NUMBER OF EDUCATIONALLY DEPRIVED (35)	NUMBER TO BE SERVED (36)
(37) TOTAL						

Exhibit 69 (page 4 of 34)

(38) Program No._____

INSTITUTIONS FOR NEGLECTED OR DELINQUENT CHILDREN

(Submit This Page Only If Institutions Are Served By Your District)

(39) Level_____ INSTITUTIONS

Name of Institution (40)	Inst. Code No. (41)	No. of Children Reported in Oct. Caseload (42)	No. of Res. Children (43)	No. of Education. Deprived Children (44)	No. of Participants Deprived (45)
(46) TOTALS					

Exhibit 69 (page 5 of 34)

(47) Program No._____

NEEDS ASSESSMENT AND PROJECT STAFFING BY SCHOOL

Place "X" in Appropriate Box.

(48) Program Type: Reading /_/ Math /_/ Language Arts /_/ Other /_/: Specify_____

(49) Cutoff Point in Percentile: _____ (50) Time Per Pupil Per Day: _____

(51) Days Per Pupil Per Week: _____ (52) Chapter I Periods Per Day: _____

(53) School Name	Grades Served	Deciles					Total Below Cutoff	No. To Be Served	FTE Tchrs.	FTE Aides
		0-10	11-20	21-30	31-40	41-50				
(54) Totals										

Exhibit 69 (page 6 of 34)

118

(55) Program No._____

PROGRAM STAFF ASSIGNMENTS

Name of Staff Member (56)	School To Which Assigned (57)	Assignment (58)	Full-Time Equivalent (FTE) (59)	Total Estimated Salary (60)	Salary Paid By Chapter I (61)
(62) Totals					

Exhibit 69 (page 7 of 34)

This page to be inserted with each project

(See Instructions)

(Submit June and September)
See Instructions

(63) Program No._____

(64) ESEA TITLE I EQUIPMENT INVENTORY AND REQUEST FORM

District Name:_____ Date Submitted:_____

Official Maintaining Inventory:_____ Use separate sheet for each cost category

Title I [ ] Migrant Education [ ] Project No. _____ [ ] Under $500 [ ] Over $500

1	2	3	4	5	6	7	8	9	10
Description of Item	Date Approved by CDE	Serial Number	Date Acquired	Original Cost	Location	In Use	Not In Use	Type of Disposition	Date

Exhibit 69 (page 8 of 34)

page ____ of page ____

A copy of this document must be submitted at the time of application for approval and at the same time the annual financial report is submitted.

BUDGET

(65) Program No. _____

SUMMARY OF ESTIMATED EXPENDITURES
Colorado Department of Education

A. LEA PROGRAM ☐ Title I ESEA ☐ Migrant Ed.
B. Budget ☐ Original ☐ Revision
C. Term ☐ Regular ☐ Summer

County _____ Dist. No. _____ Fiscal Year _____

	SALARIES (1000)	EMPLOYEE BENEFITS (2000)	PURCHASED SERVICES (300)	SUPPLIES/ MATERIALS (400)	CAPITAL OUTLAY (500)	OTHER EXPENSES (800)	TOTAL
A. 1000 INSTRUCTION	.00	.00	.00	.00	.00	.00	.00
B. 2000 SUPPORT SERVICES							
C. 2113 SOCIAL WORK SERVICES	.00	.00	.00	.00	.00	.00	.00
D. 2120 GUIDANCE SERVICES	.00	.00	.00	.00	.00	.00	.00
E. 2130 HEALTH SERVICES	.00	.00	.00	.00	.00	.00	.00
F. 2140 PSYCHOLOGICAL SERVICES	.00	.00	.00	.00	.00	.00	.00
G. 2210 IMP. INST SERVICES	.00	.00	.00	.00	.00	.00	.00
H. 2400 PROGRAM ADMINISTRATION	.00	.00	.00	.00	.00	.00	.00
I. 2530 CONSTRUCTION	.00	.00	.00	.00	.00	.00	.00
J. 2540 OPER. MAINT. PLANT	.00	.00	.00	.00	.00	.00	.00
K. 2550 PUPIL TRANSPORTATION	.00	.00	.00	.00	.00	.00	.00
L. 2560 FOOD SERVICES	.00	.00	.00	.00	.00	.00	.00
M. TOTAL SUPPORT SERVICES	.00	.00	.00	.00	.00	.00	.00
N. 3000 COMMUNITY SERVICES	.00	.00	.00	.00	.00	.00	.00
O. 4000 NON PROGRAMMED CHARGES			.00				.00
P. TOTAL BUDGET	.00	.00	.00	.00	.00	.00	.00
Q. CARRY OVER FUNDS BUDGET	.00	.00	.00				.00
GRAND TOTAL (CARRY OVER PLUS REGULAR BUDGET)	.00	.00	.00	.00	.00	.00	.00

121

1. Total Amount Requested $ _____
2. Total of Column 500 $ _____
3. Allowable Direct Cost $ _____ (Item 1 - Item 2)
4. Approved Indirect Cost Rate $ _____
5. Total Direct Cost $ _____
6. Indirect Cost $ _____ (Enter this amount in 4000 300)

Signature of Authorized Representative _____ Date _____

Signature of CDE Consultant _____ Date _____

(Repeat this Calculation for carry over budget and enter the amount under code 300)

CDE - DARU FORM CLEARANCE
FORM NO. CDE-33
Use Special Projects Title I 866-3382
APPROVAL through August 1983

REQUIRED

136

137

Exhibit 69 (page 9 of 34)

(66) Program No._____

(67) BUDGET NOTES

(All items listed under object codes 300 and 600, Other Expenses, must be listed below with a brief description of the item(s) of expense.) If any construction is contemplated (2530/500), justification should be included here.

(68) Program No. _____

DIRECTORY INFORMATION

CDE USE ONLY

Record No.	_____
Program No.	_____
County Code	_____
District Code	_____

(69) County Name and District No. _____
(Example: Chaffee S/D 2)

(70) Street Address _____
(Use Central Office Mailing Address)

(71) City--State--Zip _____
(Example: Denver, CO 80203)

(72) Authorized Representative _____

(73) Authorized Rep. Telephone No. _____
(Example: 236-4481 X 230)

(74) Contact Person _____

(75) Contact Person Telephone No. _____

(76) Business Manager _____

(77) Business Manager Telephone No. _____

123

Exhibit 69 (page 11 of 34)

(78) Program No._____

SECTION II

(Submitted Once Each Three Years)

CHAPTER I ECIA
Projects

This section of the application needs to be completed only once each three-year period unless major changes are made in the design of one or all of the projects. In the event of such changes, the appropriate pages must be revised and resubmitted for approval.

PROJECT DEFINITION: A project is conceived as a set of methods, materials, personnel, and activities that define a particular instructional treatment. All students participating in a project will not necessarily receive identical instruction (instruction may be individualized) but the project's overall strategy, including selection, diagnosis, and prescription, should be uniform for all students served. A Chapter I project may be clearly defined by the funding application, but where a single application results in the funding of several different instructional treatments, the term project is reserved for each individual treatment. A project may exist in one or more grades within a school, in one or more schools within a district, or even in several districts within a state.

(79) Project Number_____

(80) Project Name_____

(81) Check where applicable:

- /__/ Public School Project
- /__/ Private School Project
- /__/ Institution for Neglected
- /__/ Regular Term
- /__/ Summer Term (If a summer project will be submitted later, what is the total estimated cost? _____

(82) Is this project:

- /__/ A new project this year?
- /__/ A continuation of a project in the former application?
- /__/ A former project modified?

(83) Check where applicable:

- /__/ Reading
- /__/ English Language Arts
- /__/ Mathematics
- /__/ Limited English Background
- /__/ Other Direct Education Services

  Specify:_____

(84) Program No._____

(Submit every three years unless a change is made.)

DATE_____ (85) Project Abstract_____

_____

(86) Program No._____

(87) Objectives: (Grades 2-12, Public and Private Schools)

ADP CODE

01 Given the special assistance provided by this project, the pupils selected for services in the subject area of_____in grade(s)_____will display a Normal Curve Equivalent (NCE) gain of_____as measured by_____.

02 Given the special assistance provided by this project, the pupils selected for services in the subject area of_____in grade(s)_____will display a Normal Curve Equivalent (NCE) gain of_____as measured by_____.

03 Given the special assistance provided by this project, the pupils selected for services in the subject area of_____in grade(s)_____will display a Normal Curve Equivalent (NCE) gain of_____as measured by_____.

(88) Evaluation Model to be used_____.

(89) For Preschool, K-1, Institutions, Summer School and other special cases, write not more than three measurable project level objectives.

(90) In the boxes labeled Elementary and Secondary indicate (by using the letter symbols provided, the types of evaluation data to be collected for the following purposes: I = Institutions, P = Preschool, K = Kindergarten, F = Grade 1, O = Other Special cases, X = Additional data for LEA use.

	Elem.	Sec.
Checklists of Skills	☐	☐
Criterion Measures	☐	☐
Student Self-evaluation	☐	☐
Teacher Observations	☐	☐
Records of Numbers of Tasks Accomplished	☐	☐
Attitude Inventories	☐	☐
Parent Questionnaires Related to Student Habits, Attitudes, etc.	☐	☐

(91) Program No._____

TESTING PLAN

(92) Provide the names of tests to be used and appropriate dates. (See Instructions.)

Grade	1 Name of Test	2 Date of Pre-Test	3 Date Test Was Normed	4 Date of Post-Test	5 Date Test Was Normed	6 Date of Sustaining Test	7 Date Test Was Normed
PK							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

(93) Program No._____

PROJECT DESCRIPTION

(94) Check the items you plan to utilize as your basic approach to instruction in this area of learning.

	Elem.	Sec.
1. Diagnosis of specific skill deficiencies of the group with subsequent teaching of such skills to the group.	☐	☐
2. Diagnosis of specific skill deficiencies of each individual pupil with subsequent teaching of individual pupils in a one-one relationship.	☐	☐
3. Working with pupils as they are and teaching to the pupils' difficulties as they emerge in the group utilizing informal diagnostic techniques.	☐	☐
4. Other (Specify)_____	☐	☐

(95) Check the types of materials, supplies and equipment you plan to use in this project to instruct pupils in areas of need.

	Elem.	Sec.
1. Textbooks	☐	☐
2. Books other than textbooks	☐	☐
3. Printed materials other than books	☐	☐
4. Commercial games	☐	☐
5. Parent and/or teacher-prepared games	☐	☐
6. Machines that teach	☐	☐
7. Audio-visual equipment	☐	☐
8. Manipulatives and models	☐	☐
9. Art materials for subject-related projects	☐	☐
10. Dramatic materials	☐	☐
11. Other (Specify)_____	☐	☐

Exhibit 69 (page 16 of 34)

(96) Program No._____

PROJECT DESCRIPTION

(97) Check the organizational pattern elements you plan to use:

	Elem.	Sec.
1. Pupils grouped by grade level	☐	☐
2. Multi-grade or age grouping	☐	☐
3. Services provided in regular classroom	☐	☐
4. Services provided outside regular classroom	☐	☐
5. Pupils will be removed from a portion of a class of the same subject matter as this project	☐	☐
6. Pupils will be removed from a class or classes where subject matter other than the subject matter of this project is taught	☐	☐
7. Pupils will be taught in same class by district teacher and Chapter 1 teacher only	☐	☐
8. Pupils instructed individually	☐	☐
9. Pupils instructed in groups	☐	☐
10. Chapter I teacher instructs exclusively	☐	☐
11. Chapter I teacher instructs with assistance of aid(s)	☐	☐
12. Other (Specify)_____	☐	☐

_____

_____

(98) Check the items you plan to use in the diagnosis of pupil deficiencies:

	Elem.	Sec.
1. Formal Inventories	☐	☐
2. Informal Inventories	☐	☐
3. Diagnostic Test	☐	☐
4. Attitude Surveys	☐	☐
5. Case Studies	☐	☐
6. Staffing	☐	☐
7. Criterion-Referenced Tests	☐	☐
8. Tests of Auditory Deficiency	☐	☐
9. Tests of Visual Deficiency	☐	☐
10. Tests of Speaking Deficiency	☐	☐
11. Other (Specify)_____	☐	☐

_____

_____

(99) The largest number of pupils during any Chapter I class period a Chapter I teacher will have will be_____.

(100) Program No._____

(101) Inservice Training Needs Identified By Staff or Supervisors Which Will Be Met Through Planned Activities (Check Where Applicable.)

Operational

1. Chapter 1 Law ☐
2. Chapter I Regulations ☐
3. Chapter I Guidelines ☐
4. District Policies ☐
5. Review Application ☐
6. Review Local Materials Beyond Application ☐
7. Coordinating Chapter I With Other Programs ☐
8. Inventory ☐
9. Fund Expenditure Procedures ☐
10. Other (Specify)_____ ☐

_____

_____

Staff Development

11. Instructional Methods in Project Subject ☐
12. Working With Aides (for teachers) ☐
13. Working With Teachers (for aides) ☐
14. Evaluation, Tests, Measurement ☐
15. Diagnosis - Prescription ☐
16. Specific Training With Materials Used ☐
17. Working Together With Parents ☐
18. Project Planning ☐
19. Needs Assessment ☐
20. Social or Cultural Difference ☐
21. Teacher-Made Materials/Games ☐
22. Selecting Activities to Apply Skills ☐
23. Child Development ☐
24. Language Development ☐
25. Motivation Techniques ☐
26. Other (Specify)_____

_____

COLORADO DEPARTMENT OF EDUCATION (CDE)

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR FUNDS

CHAPTER I ECIA

General:

Three copies of the application are to be submitted to CDE for approval. One copy is printed with red ink. The copy printed in red should be typed using a typewriter ball containing LETTER GOTHIC, PRESTIGE ELITE, COURIER 10 or COURIER 12 type face. This will allow us to use electronic scanning to read the data into the computer.

These instructions proceed through the application sequentially. Number 10 in the instructions means Item (10) on the application.

Applications are due in the Chapter I Office of CDE June 1, 1982. Funds granted for FY 1983 may be expended from July 1, 1982, through June 30, 1984. However, no expenditures may be made from these funds without CDE application approval prior to the expenditure, nor may carryover funds expenditures be made prior to at least tentative approval of the application upon which the carryover is to be expended.

Page A:

1. Write in the name of your agency. Example: Jefferson County Public Schools.

2. Write in the name of the city in which your principal administrative office is located.

3. Fill in the fiscal year for which this application is written.

4. Enter the County and District Number. Example: Jefferson 1.

5. Enter the Program Number. This is the permanent number assigned to your district, formerly referred to as HEW File No.

6. If this is a cooperative program, check 6. In addition, cooperatives must obtain completed copies of Page A from all Chapter I participating LEAs in the cooperative, as well as completing one page for the cooperative agency.

7. (a) Insert the name of the district or other agency. Example: Otero 1 (La Junta).

   (b) Insert the date of the resolution when the Board appointed its authorized representative.

   (c) Insert the name of the authorized representative.

   (d) Submit the document to the Board of Education and obtain the signature of the Board president.

(e) The authorized representative, acting on behalf of the local Board of Education, should determine that all conditions of the last paragraph have been met and place his or her signature in (e). If the authorized representative is an employee of a BOCES, it should be determined that each district has met the conditions.

Page B: Leave Page B blank.

Page C: SELECTION OF CHAPTER I ATTENDANCE AREAS

This page may be used for any allowable method of attendance area selection the applicant agency decides to use. If the decision is made to rank schools separately by elementary, junior high and senior high, then three separate ranking pages must be completed. If a districtwide ranking is used, then only one page is necessary.

12. You are allowed to select your target schools based on the number of children from low-income families, the percent of children from low-income families, or you may use both methods. Check the method you used.

13. If only elementary schools appear on this page, you will be using the elementary average to compare to your selected schools. So, with the district average, junior high or senior high average. Check the appropriate average for this page.

14. Check the appropriate item to identify whether this page lists all schools, only elementary, only junior high, or only senior high. NOTE: These data are used not only for Chapter I school eligibility calculations, but they are used to identify schools eligible for NDEA/NDSL student loan cancellation as well. If schools do not appear on at least one list, they will not be able to qualify as loan cancellation schools. You should list all schools, even though it may not be necessary for Chapter I purposes.

    To classify schools as elementary, junior high, or senior high the following rules apply:

    a. A school serving grades in two or three of the grade span groupings is to be included in that group with which it has the greatest number of grades in common.

    b. A school that serves an equal number of grades in two or more grade groupings is to be included in the lower grade grouping.

Consider a school district in which most schools operate by the grade spans K-6, 7-9, 10-12, but in which some schools are operating slightly different grade spans. For illustration, we list the schools below as follows:

LEA Grade Organization	K	1	2	3	4	5	6	7	8	9	10	11	12
School A	K	1	2	3	4	5	6	7	8				
School B	K	1	2	3	4	5	6	7					
School C										9	10	11	12
School D						5	6	7	8				
School E								7	8	9	10	11	12
School F							6	7	8				
School G	K	1	2	3	4	5							
School H							6						
School I	K												
School J	K	1	2	3	4	5	6	7	8	9			

By applying rule a above, schools A, B, G, H, I, and J are obviously in the elementary grouping. School F, by the same rule, is placed in the Intermediate group. School C is obviously in secondary. By rule b, School D is placed in the elementary group, and School E in the intermediate group.

15. Check the type of data you used to determine eligibility. Data must be consistent, i.e., you may not use school lunch data in one school and AFDC in another. The same data source must be used across all schools.

16. Provide the name of each school in the level listed on the page. NOTE: Sometimes schools are organized as a single administrative unit, but grades exist in different buildings. Such school organizations must be treated consistently. If two schools are reported for other state purposes, they should be listed as two schools for Chapter I. If they are usually reported as one school, then they should be listed as only one school and the data from both buildings used. Teachers claiming NDEA/NDSL loan cancellation should apply to the college for such cancellation under the school name listed on the Chapter I application, even though they may teach in a second building.

SPECIAL INSTRUCTION FOR COOPERATIVES

If this application is being completed for a cooperative program, list the names of the districts in Column 16 preceding the school names in the district. All districts and schools with single attendance centers may be listed consecutively on the same page. Where there are multiple attendance areas, selection is required of the district and that district must be placed on a page(s) of its own. Example:

16	17
CARSON 38	
Carson El.	4302
Carson HS	4501

17. Place in Column 17 the code number of each school listed. This code number is the one assigned to each school in Colorado by the Colorado Department of Education. These codes are mailed to each school district superintendent annually. However, for your convenience, the Chapter I office will supply you with the codes for your schools each time you are required to submit this page.

18. List the grade span of each school listed. For example:

Oller Elementary	4301	1-6

19. Provide the latest October enrollment data for each school listed. These data may be obtained from a local copy of Form CDE 4, Page 6 (Fall Report) which is submitted by each school district to the CDE.

20. Children who reside in an attendance area is a different count than those who are enrolled in a school. Non-public school children and dropouts will reside in such areas also. Some information on dropouts is available on Page 8 of Form CDE 4. Additional information for other grades would have to be generated locally. Information on the residency of pupils in private schools must be developed in cooperation with non-public school officials. A list of non-public schools in the district will be found on Page 1 of CDE 4. Dropouts, non-public school pupils or other children residing in an attendance area such as children for which the district pays tuition to other districts should be added to the enrollment figure as the number of resident children in Column 20.

21. The number of children from low-income families for the purpose of target area selection is based on a data source chosen by the district. The same data source must be applied consistently across all schools, i.e., you may not use school lunch data in one school and AFDC data in another. (See Pages 1-13, Title I ESEA, *Selecting Target Areas*.) Most school districts in Colorado use AFDC and/or Free Lunch Data. If AFDC data is used, data by school building should be collected from the county AFDC office at the same time district information for the completion of CDE 128 is collected in October. Children who are in non-public schools or who have dropped out should be counted also since they are resident children. When the total number of children from low-income families in each school has been compiled, enter these totals in Column 21 opposite each school.

22. Divide the number of children from low-income families (Column 21) by the number of resident children (Column 20) to obtain the percent of children from low-income families in each school attendance area.

23. In Column 23, provide the estimated number of public school students who will participate in Chapter I projects during the year covered by this form.

24. In Column 24, provide the estimated number of participants from non-public schools who will be served at the public school. If no pupils are served in this manner, disregard this column.

25. Provide the total estimated number of pupils to be served at the public school. Add numbers in Column 23 and Column 24. If no pupils are listed in Column 24, disregard this column.

26. If it has been necessary to use more than one page to list all schools, place totals only on the last page of the several pages. Provide the totals of Columns 19, 20, 21, 23, and if applicable, Columns 24 and 25.

27. Provide averages for Columns 21 and 22. The average for Column 21 is obtained by dividing the total of Column 21 by the number of schools listed. The average for Column 22 is obtained by dividing the total of Column 21 by the total of Column 20. The average for Column 21 is obtained by dividing the total of Column 21 by the number of schools listed.

Page D: DISCARD THIS PAGE IF NO PRIVATE SCHOOLS WILL BE SERVED.

28. Enter your program number.

29. In Item 29 enter these codes for:

elementary	01
junior high	02
senior high	03
all levels	04

Use separate pages for each level.

30. Provide the name of the non-public school(s) where the school district will provide services for children on-site only.

31. Provide the code number of each private school listed.

32. For each non-public school listed provide the code numbers of participating Chapter I public schools from whose attendance areas the non-public school enroll students. Only pupils from participating public attendance areas are eligible for services. The code numbers of the Chapter I public schools were listed on Page C, Item 17.

33. Provide the total number of students enrolled in each non-public school.

34. Provide the total number of students in each non-public school who reside in participating public school attendance areas.

35. Of the total number of students listed for each school under Item 34 provide the unduplicated count of those students who have been determined through your needs assessment to be educationally deprived.

36. Of the number of students listed for each school under Item 35, provide the estimated number of students who will participate. (If the needs assessment at a certain cut-off point produces more students than your financial resources will allow you to serve, the number should be reduced at each school systematically. Example: School A has 60 students identified, and School B has 55 students identified. The project plan calls for an average of 35 students per teacher, and you cannot pay for more than 2 teachers. If we apply 60% to the identified students, we would serve 33 students in School A and 36 in School B, which is in the ballpark and fair to each school.

37. Provide the totals of Columns 33, 34, 35, and 36.

Page E: INSTITUTIONS **DISCARD THIS PAGE IF NO INSTITUTIONS WILL BE SERVED BY YOUR PROGRAM**

38. Enter your program number in Item 38.

39. In Item 39 enter these codes for

elementary	01
junior high	02
senior high	03
all levels	04

Use separate pages for each level.

40. Provide the name(s) of the institutions for neglected or delinquent children located in your district which have been made eligible for services by filing the form DE 4376-1. These forms are in the possession of the institution director.

41. Provide the code number of the institution listed.

42. Provide for each institution the number of children reported in the October caseload from DE 4376-1.

43. Provide the number of pupils ages 5-17 residing in the institution on any selected date during the month of October.

44. Provide the total number of educationally deprived children as determined through the institutional needs assessment.

45. Provide the estimated number of pupils you plan to serve at the institution.

46. Provide the totals of Columns 42-45.

Page F: NEEDS ASSESSMENT

SPECIAL INSTRUCTION FOR COOPERATIVES

Cooperatives need not assess by school district. An assessment may be made across all schools in the cooperative providing the same standards for collecting the information are applied, e.g., where teacher judgments are made the same approach should be used when making those judgments.

Page F provides for a needs assessment by school in each subject area where services are to be provided. Complete a page for each area in which you plan to have a project.

47. Enter the program number in Item 47.

48. Check the appropriate program type: reading, math, etc.

49. Provide the cut-off point in percentile which you plan to use when pupils are selected for services.

50. Provide the time pupils will receive per day in Chapter I instruction.

51. Provide the days per week the Chapter I instruction will be conducted.

52. Provide the number of class periods per day.

53. a. In Column 53 write in the names of the eligible Chapter I schools where the assessment took place and where services will be provided to students. List both public and non-public schools and institutions for neglected/delinquent where applicable.

    b. Enter the grades to be served at each school.

    c. Provide the decile distribution of students in all grades in each school. Each decile contains a spread of 10 percentile points up to, but not including, the 50th percentile.

    d. Enter the total number of students below the cut-off point in Item 49.

    e. Enter the number of students to be served at each school in all grades.

    f. Enter the number of full-time equivalent (FTE) teachers who will be serving pupils at the schools listed.

    g. Enter the number of full-time equivalent (FTE) aides who will be serving pupils at the listed schools.

54. Total all columns for all schools listed except the first two columns.

Page G: PROGRAM STAFF ASSIGNMENTS

This page may be used for both regular and summer term assignments. If it is for summer, write "summer" at the bottom of the page.

55. Enter the program number in Item 55.

56. Provide first initial and last name of each staff member who will provide Chapter I services. If the names of certain staff members are not known at the time of preparation of this page, enter "TBA" (to be assigned) in the place of the name. If the salaries of substitute teachers are contemplated, one entry for SUBSTITUTES is to be made in this column.

57. Provide the school name where each staff member is assigned. In the event of dual school assignments, enter both names, e.g., Barton/Greene.

58. Provide each staff member's program assignment. Abbreviations such as Read/Teach for reading teacher, or Math/Aide for mathematics aide, are in order.

59. Enter the Chapter I FTE for each staff member. Use decimal fractions for less than full time. Enter 1.0 if full time. Enter .75 if three-fourths time. This is the amount of time the person will be employed in Chapter I services.

60. Provide the total estimated full-time salary EXCLUDING employee benefits for each person listed in Column 56. Full-time salary is the amount the person would earn if working full time, e.g., an aide working only three hours daily of a six-hour day and being paid $4000 annually for the three-hour period, would have a full-time salary of $8000.

    Anticipated salary increases which will occur during the year should be included in the estimated salary figures provided.

61. Column 58 or Column 59 X Column 60 = Salary paid by Chapter I.

62. Provide the totals of Columns 58, 59, 60, and 61. If more than one page is needed, place totals on last page.

Page H: INVENTORY AND EQUIPMENT REQUEST FORM

63. Enter program number.

64. This form serves as both the need to request equipment for approval, and to maintain an ongoing inventory in the district and at CDE, thus eliminating a report each two years. One page should be completed for each project requesting new equipment. A different page should be used for items costing under $500 and over $500. For request purposes, complete Columns 1 and 5. In Column 5 place the estimated cost in this manner:

Original Cost
Est. $1500
Act. $1685

Actual cost will be entered here later.

The assigned consultant will approve items for purchase by initialing the items in Column 2. When this sheet is returned to the district after approval, Columns 3, 4, 5, and 6 may be completed.

At the time the annual financial report is submitted, Columns 7 and 8 may be checked, and requests for disposition may be made. When the page is up-to-date, it may be photocopied and submitted to CDE for continuous inventory.

Page I: PROGRAM BUDGET

65. Enter the program number.

    The program budget is the sum of the costs of the separate projects plus the costs of administration, support services and indirect costs.

    School districts have prepared budgets in the accounting classifications of *HEW Handbook II* since 1957. This classification system has since been

revised and has been published under the title, *Financial Accounting: Classifications and Standard Terminology for Local and State School Systems, Handbook II, Revised.* School districts currently have this manual in their accounting offices. It should be the basic reference in preparing the Chapter I budget. The *CDE Policies and Procedures Handbook* designates Chapter I funds in Section No. ACT/501 as Special Revenue--Governmental Designated Purpose Grant Funds (02.2). Consequently, a separate accounting for Chapter I is necessary.

The purpose of classifying expenditures is to provide a basis for grouping the expenditures so that a meaningful analysis can be made. Expenditures are classified by function (why purchased) and object (what purchased). Function consists of those classifications with four-digit numbers heading up each major classification. Function is defined in the Handbook as the activities or actions which are performed to accomplish the objectives of an enterprise. Objects, the three-digit classifications, are the commodity or service obtained as the result of a specific expenditure.

NOTE: The Chapter I budget should reflect the combined budget of the current allocation and the estimated prior year carryover. The combined budget is to include the costs of programs for children in local institutions for neglected/delinquent where applicable.

The budget is an estimate of the costs which may be incurred during the program year. It represents the financial plan associated with the educational plans and derives its revenues from both current and carryover funds.

Carryover funds should be kept at a minimum. A rule of thumb is that carryover should not exceed 5% of any annual allocation. However, circumstances may alter this percentage up or down slightly. This means careful budgeting in all categories.

If a summer project is planned, an amount of money should be set aside for it in advance rather than waiting to see if enough funds remain in the balances to operate a summer project. Place this amount in 1000/600 on the budget and explain what it is for in the budget notes.

A. Indirect Costs: Please check that you are using your current approved rate.

   Indirect costs must be calculated first before the entire budget is completed. The following steps will accomplish this task:

   Step I. Enter all of your estimated capital outlay expenditures in Column 500. Note that these must be entered by function, e.g., capital outlay for instruction, program administration, etc. When all capital outlay items have been entered, total the column and enter the amount on Line P, Column 500.

   Step II. At the lower left-hand corner of CDE 33 enter your total amount requested on Line L. Next, enter the capital outlay total from Line P, Column 500 on Line 2. Subtract Line 2 from Line 1 and enter the difference on Line 3 (Allowable Direct Cost). Next,

enter your approved Indirect Cost rate on Line 4. Next, add your Indirect Cost Rate to 100%. Example: The approved rate is 2.50% (.025) the sum would be 1.00 + .025 = 1.025. Divide the figure obtained into the figure you entered on Line 3. Enter the quotient on Line 5. Subtract Line 5 from Line 3 and enter the difference on Line 6 and on Line O, Column 300 (Non-Programmed Charges).

B. Preparation of the Total Budget

Step I. Identification Information

Enter the information at the top of the budget page: county, district number (Eagle 50). Enter two digits for fiscal year, e.g., 81.

Item A: Check appropriate box for Chapter I.

Item B: Check appropriate box for original or revised budget.

Item C: Check appropriate boxes if regular and summer terms are included in this budget.

Step II. Body of the Budget

The budget must be constructed by both function and object. Functions are listed at the left of the page and objects at the top. At each intersection of columns and rows, there is a possibility for a budgeted amount unless the box has been deleted. For example, the salaries for bus drivers would appear at the intersection 2550-100. The person constructing the budget may proceed in two ways: 1) take a column at a time and work down the page for all function categories, or 2) take each function separately and work across the page for all objects.

When all columns and rows are complete, totals should be entered at the bottom of each column and at the end of each row. If indirect costs have been calculated, the sum of indirect costs is included in the body of the budget so that the sum of all columns and the sum of all rows equal the total fund request. Districts should not request all of the funds allocated to them if they are not needed. It is better not to claim unneeded funds which may be reallocated to districts who do not have enough.

Carryover funds (Line Q) are included with the budget. These should be estimated as closely as possible. Expenditures shall be limited to salaries (100), employee benefits, and indirect costs, if claimed. Only indirect costs should appear in Column 300 on the carryover budget line. The calculation of indirect costs for carryover is the same process as for the current funds budget.

NOTE: <u>On original applications, send one extra copy of the budget along with three copies of the application for data processing</u>.

Handbook II (Revised)

We have mailed excerpts from Handbook II (Revised) for reference when estimated expenditures are made. These are common accounting classifications which are used in the general budgets of school districts throughout Colorado. Therefore, these account classifications correspond to the same classifications being used in all other accounts established by the school district. Descriptions of classifications are available in Handbook II, but the following provides interpretation as the categories relate to Chapter I.

Objects (Column headings at the top of the budget)

100 Salaries: Chapter I teachers, aides, or other personnel depending on the function. Substitute salaries are included here also. Salaries may not be paid to personnel for services ordinarily provided by the district in the absence of Chapter I funds or to replace any service ordinarily provided by the district with the exception of non-instructional duty assignments.

200 Employee Benefits: All fringe benefits paid to Chapter I employees which are also provided to non-Chapter I staff members through school district policy.

300 Purchased Services: Any services which are provided by persons not on the school district payroll whose services are necessary to the operation of the Chapter I program, whose services are permitted by federal regulations, and other services which the LEA may purchase.

400 Supplies/Materials: Any supply or material to be used with selected Chapter I children and not for use by the school population as a whole.

500 Capital Outlay: Equipment, replacement of equipment, construction or minor remodeling. Special approval from the CDE is required for construction and remodeling. All equipment must be approved by CDE prior to purchase.

600 Other Expenses: Amounts paid for goods and services not classified in the preceding categories.

Functions (Row captions at left of budget)

1000 Instruction: All expenses related to direct instruction as defined in Handbook II (Revised).

2000 Support Services: Appropriate Chapter I support services are detailed as follows:

2113 Social Work Services: Expenses for social work services which are not provided by the district social work program and are for selected Chapter I pupils only.

2120 Guidance Services: Expenses for guidance services which are not provided by the district guidance program and serve selected Chapter I pupils only.

2130 Health Services: Expenses for health services which are not provided by the district health program and serve selected Chapter I pupils only.

2140 Psychological Services: Expenses for psychological services which are not provided by the district psychological services program and serve selected Chapter I pupils only.

2210 Improvement of Instruction Services: Includes inservice education for staff, planning, developing and evaluating the Chapter I program.

2400 Program Administration: Includes expenses associated with the administration of the Chapter I program and salary payments for personnel employed for this purpose. Salaries for district administrators and principals are not allowable.

2530 Construction: By special approval only.

2540 Operation and Maintenance of Plant: Expenses for Chapter I incurred items only.

2550 Pupil Transportation: Expenses incurred for transportation as a result of Chapter I.

2560 Food Services: Food served to pupils for special Chapter I purposes.

Page J: BUDGET NOTES

66. Enter the program number.

67. Provide budget notes for any items of estimated expenditure listed in the object codes 300, 600, and 2530/500. Generally speaking, expenditures will be allowed only for those items which represent an excess cost to the district or group of districts.

Page K: DIRECTORY INFORMATION

This page is for the purpose of creating a general directory of Chapter I persons for use by CDE during the fiscal year. Since personnel changes with regularity, it is necessary to update this list annually. Use the names of persons who will be in the positions from next September through the following August. If the name is unknown, leave spaces blank and the district will be contacted in September.

68. Enter the program number.

69. Provide the name of the county, the district number.

70. Provide the central office street mailing address for your district.

71. Provide city, state, and ZIP code.

72. Type in the name of your authorized representative.

73. Provide the telephone number of the authorized representative. If there is an extension number, provide it as shown.

74. Type the name of the contact person. If it is the same name as the authorized representative, type that name again. The contact person is the person who normally administers the Chapter I program. The activity has been delegated to this person by the authorized representative.

75. Type in the telephone number of the contact person. If there is an extension, provide it as shown.

76. Type the name of the Chapter I business manager. This is the person who keeps the accounting records for Chapter I. It is the person you would want the CDE accountant to contact regarding any Chapter I financial matter.

77. Provide the business manager's telephone number. If there is an extension provide it as shown.

SECTION II

This section of the application must be completed for each project in the Chapter I program.

The program is all of the activities of your Chapter I operation.

A project is a single entity within the program, such as a reading project or math project.

Therefore, if you have three projects which might be known as Elementary Reading, Senior High Reading and Junior High Math, you would need to complete Section II three times; once for each project.

These project descriptions will be submitted only once for a three-year period. However, if you decide to change a project significantly, or eliminate it, this section must be amended before the change is made. Contact your assigned consultant for assistance with amendments.

Page L: PROJECT DESCRIPTION

78. Enter your program number.

79. Enter the project number of the project being described. For example:

	Project No.
Elementary Reading	01
Senior High Reading	02
Junior High Math	03

You assign the numbers to the projects.

80. Enter the project name, such as "Elementary Reading."

81. Check appropriate item, self-explanatory.

82. Check appropriate item, self-explanatory.

83. Check appropriate descriptor of type of project.

Page M: PROJECT DESCRIPTION

84. Enter your program number.

85. The project abstract is a brief narrative description of your purposes, your methods, the population to be served, and the types of personnel you will use to achieve your objectives. This narrative need not be long, but it should communicate to the person approving your program what you intend to do.

Page N: OBJECTIVES AND EVALUATION DATA

86. Enter your program number.

87. Probably one objective is sufficient for each project. However, some projects may attempt to improve achievement in as many as three subject areas, or it may be appropriate to have different objectives for different grade levels. Name the subject area, the grades served, the expected gain (even one NCE is a gain), and the test you will use to measure the gain for each objective.

88. Name the evaluation model you will use. (Most LEAs use Model A, the norm-referenced model.)

89. No evaluation models are available for preschool, K-1, Institutions, Summer School, and occasionally other cases. In this case, write your own objectives which should describe the outcome and the means of measurement.

90. Some of the means of collecting data to evaluate the types of projects in Item 89 are listed in Item 90. Check any of these you plan to use.

Page O: TESTING PLAN

91. Enter your program number.

92. For each grade level served by this project, name the test to be used to measure achievement. Provide in Column 2 the date you plan to pre-test. In Column 3 show the date the pre-test was normed. NOTE: Pre-test date should not be more than two weeks either side of the norm date. Complete the same type of information for the post-test. ECIA still requires sustaining effects measures so the data of the sustaining effects test and its norm date should be given.

Page P: PROJECT DESCRIPTION

93. Enter your program number.

94. Self-explanatory.

95. Self-explanatory.

Page Q: PROJECT DESCRIPTION

96. Enter your program number.

97. Self-explanatory.

98. Self-explanatory.

99. Self-explanatory.

Page R

100. Enter your program number.

101. Check the types of inservice education needs you have identified. These are listed under two types: 1) Operational or pertaining to legal, regulatory, policy, or administrative types of items; and 2) Staff Development or those types of items which may help the Chapter I staff to improve their work with children.

SP-4065
3-82

Michigan Department of Education
School Program Services
MONITORING & COMPLIANCE PROGRAM
Box 30008, Lansing, Michigan 48909

Direct questions regarding this form to (517) 373-3666.

STATE USE ONLY

Approved by	
Date	
Project No.	
Allocation	
Entry Processed	

Exhibit 70 (page 1 of 16)

1982-83 APPLICATION FOR E.C.I.A. CHAPTER I

COMPLETE ONLY IF LABEL IS MISSING OR INCORRECT

Legal Name of District
Address of District
City and Zip Code

LABEL

MAILING INSTRUCTIONS: Return original copy FOUR WEEKS prior to requested obligation date. (See Item 1 below.)

1. FISCAL OBLIGATION PERIOD

BEGINNING DATE	ENDING DATE
	9-30-83

2. PROGRAM DATES

	BEGINNING DATE	ENDING DATE
Regular School Year		
Summer School		

3. STATEMENT OF ASSURANCES

(The Assurances for this program are contained on Pages 8-9 of Form PC-4682, "Update for General Application and Assurances for Federal Funds" which will be mailed to your district in May, 1982.)

4. CERTIFICATION:

The application will be revised to reflect any significant changes prior to their implementation in the program.

Date _____ Superintendent _____ Telephone _____
Area Code/Local Number

Date _____ Contact Person _____ Telephone _____
Area Code/Local Number

5. NUMBER OF SCHOOL-AGE CHILDREN RESIDING IN APPLICANT'S DISTRICT ATTENDANCE AREA

RESIDENT CHILDREN	ESTIMATE TOTAL NUMBER OF RESIDENT CHILDREN			
	Elementary School	Junior or Middle School	Senior High School	TOTAL
a. Public Schools				
b. Nonpublic Schools				
c. Institutional Schools for Neglected or Delinquent Children				
d. Resident Children in Applicant's District (Sum of lines a thru d)				
e. Children who come from Low-Income Families				
f. District-wide Percentage of Children from Low-Income Families (Line e. divided by line d.)				

6. ELIGIBLE SCHOOLS

LIST ALL ELIGIBLE PUBLIC SCHOOLS IN RANK ORDER ACCORDING TO COLUMN 3	STATE USE ONLY	ALL CHILDREN RESIDING IN ATTENDANCE AREA			NUMBER OF PARTICIPATING PUPILS	TOTAL ESTIMATED EXPENDITURES (To nearest dollar)
		Total	From Low-Income Families	Percent (COL. 2 DIVIDED BY COL. 1)	Chapter 1	Chapter 1
		(1)	(2)	(3)	(4)	(5)
		(INCLUDE NONPUBLIC SCHOOL CHILDREN)				

7. Schools are ranked, and eligibility determined:

- ☐ by district-wide average
- ☐ on a school grouping basis (Elementary, Middle or Junior High, High School)

NOTE: If you choose to rank schools according to educational deprivation, contact your consultant.

8. NONPUBLIC SCHOOLS SERVING CHILDREN WHO RESIDE WITHIN YOUR DISTRICT'S ELIGIBLE ATTENDANCE AREAS

LIST NONPUBLIC SCHOOLS	NUMBER OF CHILDREN PARTICIPATING IN PROGRAM	WHERE SERVICES RECEIVED (Check One or Both)		ESTIMATED EXPENDITURES AT NONPUBLIC SITE
		Nonpublic School Site	Public School Site	

9. If nonpublic students are not served, please indicate why.

- ☐ There are NO eligible, nonpublic school children to participate.
- ☐ The nonpublic school does not desire to have its eligible children participate.
- ☐ There are no children residing in the district who attend nonpublic schools.

10. NUMBER OF PARTICIPATING CHILDREN (Unduplicated Count)

If some children who will participate are enrolled in institutional schools, include these children as nonpublic school children and complete "Children Living in Institutions for Neglected or Delinquent Children" (Pages 9–11).

GRADE LEVEL	NUMBER OF PARTICIPANTS	
	Public Schools	Nonpublic Schools
Pre-K		
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grades 7 & 8		
Grades 9–12		
TOTAL		

11. Describe the LEA plan, with dates, for consultation with parents and teachers of Chapter I children in the designing, implementation, and evaluation of the project.

NOTE: Parent advisory councils may be used to satisfy this requirement. An LEA may set aside funds for parent consultation activities. Such funded activities may include, but are not limited to, expenditures for training, publications, periodicals, and inservice activities.

DATE(S)	DESCRIPTION OF LEA PLAN

12. BUDGET

SUBMIT:

A. Each fiscal year's funds must have a separate page 4, 5, and a budget breakdown. A separate budget breakdown is necessary for each institution.

B. The itemized budget must clearly designate number and type of staff. When staff members are prorated, specify the FTE (Full-Time Equivalent) funded by Chapter 1.

C. Proposed capital outlay-justification in terms of need for the implementation of the program.

EDUCATIONAL AGENCY	Legal Name of School District		Telephone – Area Code/Local No.
	Address	City	Zip Code

2. SOURCE CODE . . . . . [ ][ ][ ][ ] (11 – 14)

3. RECIPIENT CODE . . . . . [ ][ ][ ][ ][ ] (8 – 12)

4. PROJECT NUMBER . . . . . [ ][ ][ ][ ] (15 – 20)

5. APPROVED AMOUNT TO DATE . . . . . $ 0.00 (NOT PUNCHED)

6. NEW APPROVED AMOUNT . . . . . $ .00 (NOT PUNCHED)

7. AMOUNT OF CHANGE (Use minus sign preceding decreases) .00 (40 – 50)

8. PROJECT TYPE . . . . . A. Regular [ ] (46) B. Carryover [ ] (46)

9. ENDING DATE . . . . . [0][9][3][0][8][3] (71 – 76)

10. FISCAL YEAR OF APPROVED ACTIVITY . . . . . 19[8][3] (77 – 78)

CERTIFICATION: I certify that this budget was either prepared by or with the cooperation of the Business Office, and that the information submitted on this report is true and correct to the best of my knowledge.

Date _____ Authorized Official _____ (Signature)

11. NEGLECTED OR DELINQUENT INSTITUTIONS:

AMOUNTS INCLUDED ON LINE 6:

STATE USE ONLY

12. STATUS ON FUND SOURCE 015 ___ FOR THIS PROJECT ONLY:

Final Allocation	
Carryover Available	
Amount Approved	
Balance	

13. BUDGET (Continued)(On a separate sheet, provide a Budget Breakdown.

	FUNCTIONS				OBJECT			
					Salaries	Purchased Services	Supplies, Materials and Other Expenses	TOTAL
					(1)	(2)	(3)	(4)
1		Instruction						
2	100	125	Compensatory Education					
3								
4								
5	1XX	Employee Benefits		2000				
6	200 Supporting Services	210	Pupil Support Services					
7			211	Attendance				
8			212	Guidance				
9			213	Health				
10			214	Psychological				
11			215	Speech & Audiology				
12			216	Social Work Services				
13								
14			219	Other Pupil Support				
15		220	Instructional Staff					
16			221	Improvement of Instruction				
17			222	Library				
18			223	Audiovisual				
19			226	Supervision & Direction				
20								
21								
22								
23		230	General Administration					
24			231	Board of Education				
25				Audit				
26								
27		250	Business Services					
28			254	Operation & Maintenance				
29			255	Pupil Transportation				
30								
31		260	Central Support Services					
32			262	Planning & Research				
33								
34								
35	2XX	Employee Benefits		2000				
36	300	Community Services						
37			330	Civic Activities				
38								
39	3XX	Employee Benefits		2000				
40	400	Outgoing Transfer and Transactions						
41			430	School Service Fund				
42								
43	SUB-TOTAL (Sum of lines 1 thru 42)							
44	Indirect Costs ( )*							
45		Capital Outlay						
46	1XX	Instruction		6000				
47	2XX	Support Services		6000				
48	3XX	Community Services		6000				
49	SUBTOTAL (Sum of lines 45 thru 48)							
50	GRAND TOTAL (Sum of lines 43, 44 and 49)							

*Any funds transferred to the School Service Fund for the purchase of food for the School Lunch program shall be excluded from this computation.

14. PROGRAM DESCRIPTION

Name of School District	Component	
Name of Buildings		Number of Students

6/6

PROGRAM DESCRIPTION

Instructional Program:

Check Types of Instruction used in Program

15 ☐ Large group instruction
☐ Small group instruction
☐ Individual instruction
☐ In regular classroom
☐ Outside regular classroom
☐ Self-paced instruction
☐ Group-paced instruction

Staffing Pattern:

Indicate Staff in FTE to Nearest Tenth

	FTE	
22	_____	Reading Teacher(s)
	_____	Reading Aide(s)
	_____	Reading Consultant(s)
	_____	Math Teacher(s)
	_____	Math Aide(s)
	_____	Math Consultant(s)
	_____	Support Staff

Supportive Services: Including those provided by other funding sources.

Check Types of Supportive Services Used in Program

50 ☐ Health
☐ Nutrition
☐ Social Work
☐ Psychological
☐ Speech
☐ Guidance
☐ Other _____

Materials and Equipment

Check Types of Materials & Equipment Used in Program

57 ☐ Reading books
☐ Math books
☐ Reading materials
☐ Math materials
☐ Other _____
☐ Systems machines
☐ Projectors
☐ TV
☐ Recorders
☐ Other _____

Pupil Instructional Time:

Check Average Time per Day Student Received Instruction in this Program.

67 ☐ 1 1 hour ☐ 2 3/4 hour ☐ 3 1/2 hour
☐ 4 1/4 hour ☐ 5 Other _____

60/1

STAFF DEVELOPMENT ACTIVITIES:

Check ALL that apply.

Staff Involved

9 ☐ Teachers
☐ Aides
☐ Administrators
☐ Parents
☐ Specialists

When

14 ☐ Pre-service
☐ In-service – school day
☐ In-service – outside school day

Conducted by:

20 ☐ Local staff
☐ Commercially
☐ College
☐ Other _____

Content Areas

17 ☐ Reading
☐ Mathematics
☐ Affective

177

60/2

15. EVALUATION DESIGN

Name of School District

A. SUBJECT AREA

(Check only ONE - a separate page should be completed for each subject area)

- ☐ MATHEMATICS
- ☐ READING
- ☐ OTHER (specify) _____

_____

B. TESTING SCHEDULE

1. Approximate Date of Pretest

_____
(MONTH/DAY/YEAR)

2. Approximate Date of Posttest

_____
(MONTH/DAY/YEAR)

C. MEASUREMENT INFORMATION – Norm-Referenced Tests (Preschool through grade 12)

Grade	Number of Students	Test Name	Publication Date	Name of Subtest	Pretest Level *	Posttest Level

D. MEASUREMENT INFORMATION – Objective-Referenced Tests (Preschool through grade one)

Grade	Number of Students	Test Name	Publication Date	Number of Objectives	Pretest Level	Posttest Level

* The test score used as the pretest for evaluation purposes must not be the basis for selecting students into the Chapter 1 program.

16. CERTIFICATION FOR PARTICIPATION IN COOPERATIVE PROJECT – CHAPTER I

INSTRUCTIONS:

Cooperative projects may be submitted by two or more eligible local educational agencies. Each participating agency should take the following action:

a. Authorize participation and the amount of its Chapter I funds to be released for this cooperative project.

b. Designate its own authorized representative to sign the cooperative certification form.

c. Either accept administrative responsibility for the project or designate another local educational agency as the administrative and fiscal agent.

The undersigned certify that, to the best of their knowledge, the information contained in this application is correct and complete, that the local or State agency which they represent has authorized them to file this application, and that such authorization action is recorded in the minutes of the agency's meeting held on the date shown below. The administrative and fiscal agency named below has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend for the conduct of this project Chapter I funds in amounts not to exceed those shown in item E of this Certification. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities and materials purchased for this project from Chapter I funds.

A. CERTIFICATION OF AGENCY DESIGNATED ADMINISTRATIVE AND FISCAL AGENT FOR THIS PROJECT

Legal Name of Agency		Name and Title of Authorized Representative	
Mailing Address (Street, City, Town, Zip Code)		Signature	
County	State	Telephone (Area Code/Local No.)	Date Signed
Name and Title of Contact Person		Mailing Address	Date Meeting was Held

B. CERTIFICATION OF PARTICIPATING AGENCY

Legal Name of Agency		Name and Title of Authorized Representative	
Mailing Address (Street, City, Town, Zip Code)		Signature	
County	State	Telephone (Area Code/Local No.)	Date Signed
Name and Title of Contact Person		Mailing Address	Date Meeting was Held

C. CERTIFICATION OF PARTICIPATING AGENCY

Legal Name of Agency		Name and Title of Authorized Representative	
Mailing Address (Street, City, Town, Zip Code)		Signature	
County	State	Telephone (Area Code/Local No.)	Date Signed
Name and Title of Contact Person		Mailing Address	Date Meeting was Held

D. NUMBER OF CHILDREN TO PARTICIPATE IN THIS PROJECT WHO RESIDE IN EACH AGENCY'S DISTRICT LISTED IN ABOVE CERTIFICATIONS

CERTIFICATION	NUMBER OF CHILDREN
A	
B	
C	
TOTAL	

E. AMOUNT OF CHAPTER I FUNDS TO BE RELEASED FOR THIS PROJECT BY EACH AGENCY LISTED IN ABOVE CERTIFICATION

CERTIFICATION	AMOUNT OF CHAPTER I FUNDS
A	
B	
C	
TOTAL	$

GUIDE 1982-83 APPLICATION

Chapter One

Item	Page
Budget Breakdown	1
Program Description	2-3
Evaluation Design	4
Recommended Test	5-6
Helpful Hints	7

ITEMIZED BUDGET	SALARIES	PURCHASED SERVICES	SUPPLIES, MATERIALS AND OTHER	TOTAL
100 INSTRUCTION				
125 Compensatory Education				
7 FTE Reading Teachers @ $14,000	98,000			
5 FTE (10 ½TE) Aides @ $5,000 ($5/hr X 1000 hr)	50,000			
Reading Workbooks, Materials			2,000	
TOTAL				150,000
Employee Benefits				
17 People Hospitalization @ $200 = $2,000			2.000	
Retirement & Social Security $150,000 X 16% = $24,000			24,000	
TOTAL				26,000
200 SUPPORTING SERVICES				
212 Guidance				
1 FTE Counselor	12,000			
Mileage 500 miles @ 15¢/mile		75		
Supplies			150	
TOTAL				12,225
214 Psychological				
Psychologist $20/hr X 50 hr		1,000		
TOTAL				1,000
221 Improvement of Instruction				
Inservice Education:				
10 Teachers, 2 hr/wk, 10 wk @ $3/hr	1,400			
10 Teacher Aides, 2 hr/wk, 10 wk, @ $3/hr	600			
Attendance at Compensatory Education Conference (10 people @ $200 each for meals, hotel, mileage)		2,000		
TOTAL				4,000
226 Supervision and Direction				
1 Supervisor ½ time	15,000			
1 Director, ½ time	12,000			
Mileage 1,000 miles @ 15¢/mile		150		
Supplies			1,000	
TOTAL				28,150
231 Board of Education				
Audit		750		
TOTAL				750
CAPITAL OUTLAY				
Instruction:				
4 Controlled Readers @ $500			2,000	
TOTAL				2,000
GRAND TOTAL				224,125

PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

The purpose of the program description page is to provide the reader with a complete and concise description of the delivery system to be used for each product performance objective. Additionally, the information on the right hand side of the page is needed for data processing. Appropriate checks or information should be recorded. Following are explanations of terms and examples for your convenience:

INSTRUCTIONAL PROGRAM:	Explain the basic instructional format.
Example:	Instruction will consist of regularly scheduled periods in the resource room. Students' learning disabilities will be diagnosed and prescriptions developed. Approximately two thirds of the time the students will be working on these individualized prescriptions. The other one third of the time will be spent in group activities with children grouped according to needs. Emphasis in the latter part of the period will be on developing critical thinking, oral communication, and positive attitudes.
STAFFING PATTERN:	Explain the types and numbers of staff involved in the above component.
Example:	One teacher and two aides.
SUPPORTIVE SERVICES:	Describe any supportive services funded by Title I and other sources that affect this component.
Example:	It is anticipated that approximately fifty (50) children will receive medical and/or dental services, 10 children will receive psychological services, and 5 children will receive extensive speech therapy.
MATERIALS AND EQUIPMENT:	List materials and equipment utilized in this component.
Example:	SRA Kits, EDL Lab, Sullivan programmed materials, and staff developed materials.

WEEKLY PUPIL INSTRUCTIONAL TIME:	The amount of instruction provided.
Example:	Four hours per week--two hours in small groups and two hours in individual programmed learning.
STAFF DEVELOPMENT:	Describe the planned inservice activities for this component.
Example:	The teacher and aides will participate in four, half-day training sessions per month conducted by ISD consultants or Right to Read specialisits. Such training will include classroom management diagnostic/prescription methods.

EVALUATION DESIGN

A. SUBJECT AREA: Complete a separate page for each subject area and indicate the general subject area of the program which is being described.

B. TESTING SCHEDULE: Specify the dates on which pretesting and posttesting will be conducted.

Example: Date of pretest 9/19/82 or 5/16/82
Date of posttest 5/14/83 5/14/83

C. & D. MEASUREMENT INFORMATION: Provide measurement information for each grade level tested. A list of recommended tests is presented on the following pages.

C. MEASUREMENT INFORMATION – Norm-Referenced Tests (Preschool through grade 12)

Grade*	Number	Test Name	Publication Date	Name of Subtest	Pretest Level**	Posttest Level
4	50	ITBS - Form 8	1978	Total Reading	9	10

D. MEASUREMENT INFORMATION – Objective-Referenced Tests (Preschool through grade one)

Grade	Number	Test Name	Publication Date	Number of Objectives	Pretest Level	Posttest Level
PreK	75 Students	Flint Pre-Kindergarten Objective Referenced Test	1975	20	N.A.	N.A.

* One line per grade level.

** The test score used as the pretest for evaluation purposes must not be the basis for selecting students, [redacted]

MICHIGAN DEPARTMENT OF EDUCATION
LIST OF RECOMMENDED TESTS FOR EVALUATION
COMPENSATORY EDUCATION-GRADES 2 through 12

Test Name and Copyright Date	Abbr.	Subj.*	Grade Range	Spring Midpoint Date
California Achievement Tests/C & D[1] (1978)	CAT	RMO	K.0-12.9	May 4
Comprehensive Tests of Basic Skills/S[1] (1974)	CTBS	RMO	K.1-12.7	April 8
Gates MacGinitie Reading Tests/2nd Ed[2] (1978)	GATES	R	1.1-12.8	May 15
Iowa Test of Basic Skills/Forms 7 & 8[2] (1978)	ITBS	RMO	3-8	April 28
KeyMath Diagnostic Arithmetic[4] (1976)	KEY	M	2-6	April 15
Metropolitan Achievement Tests[3] (1978)	MAT	RMO	K.7-9.7	April 20
Nelson Reading Skills Test[2] (1977)	NEL	R	3.0-9.9	March 26
SRA Achievement Series[4] (1978)	SRA	RM	K.7-12.8	April 22
Stanford Achievement Test[3] (1973)	SAT	RMO	1-9	May 8
Stanford Diagnostic Mathematics Test[3] (1976)	SDMT	M	1.7-8.7	April 28
Stanford Diagnostic Reading Test[3] (1976)	SDRT	R	1.7-9.7	April 28
Test of Academic Skills[3] (1973)	TASK	RM	8.1-12.8	May 8
Woodcock Reading Mastery Tests[5] (1978)	WOOD	R	2-6	April 15

Publishers and Addresses

1 *CTB/McGraw-Hill*
Del Monte Research Park
Monterey, California 93940
2 *Houghton Mifflin*
Pennington-Hopewell Road
Hopewell, New Jersey 08525
3 *Psychological Corporation/Harcourt, Brace, Jovanovich*
Test Dept., 757 Third Avenue
New York, NY 10017
4 *Science Research Associates, Inc.*
259 East Erie Street
Chicago, Illinois 60611
5 *American Guidance Service, Inc.*
Publisher's Building
Circle Pines, Minnesota 55014

* Subjects

R = Reading Test
M = Mathematics Test
O = Includes subtests in curricular areas other than reading and mathematics such as Science and Social Studies

More complete information on each test is available upon written request to Dr. Jacob Silver; Box 30008; Lansing, Michigan; 48909, or call (517) 373-1830

MICHIGAN DEPARTMENT OF EDUCATION
LIST OF RECOMMENDED TESTS FOR EVALUATION
COMPENSATORY EDUCATION-PRE-SCHOOL through GRADE 1

Test Name and Copyright Date	Abbreviations	Grade Range
Circus[1] (1974 and 1976)	CIR	Pre K - 3.5
Cooperative Pre-school Inventory (Caldwell)[1] (1970)	CALD	Pre K - K
Metropolitan Readiness Test[2] (1976)	MRT	K - 1
Stanford Early School Achievement Test[2] (1970)	SESAT	K - 1
Test of Basic Experiences[3] (1971)	TOBE	Pre K - 1

1 *Addison-Wesley Publishing Company*
Reading, Massachusetts 01867
2 *Psychological Corporation/Harcourt, Brace, Jovanovich*
Test Dept., 757 Third Avenue
New York, NY 10017
3 *CTB/McGraw-Hill*
Del Monte Research Park
Monterey, California 93940

More complete information on each test is available upon written request to Dr. Jacob Silver Box 30008; Lansing, Michigan; 48909, or call (517) 373-1830.

Helpful Hints for Completing the Application

Page 4

Item 4 Please note you will not have a project number until after the application has been approved.

Items 6-7 Will be the same

Please do not use page 4 for a budget amendment. A budget amendment worksheet is enclosed for any future revisions.

Page 5

Please note employee benefits, 100 series-line 5; 200 and 300 series, line 39.

Please use the 1982-83 restricted rate for line 44, indirect costs.
Your business office should have the '82-83' restricted rate.

Lines 43, 49, and 50 should be completed. Line 49 should be completed if you have capital outlay.

Please be sure not to fill in any shaded areas.

Page 6

Be sure to summarize description of staff development activities.

A separate page 6 should be completed for each component.

STATE OF MISSISSIPPI DEPARTMENT OF EDUCATION
C. E. Holladay, Ed.D. • State Superintendent

Albert J. Comfort, Jr., Ed.D.
Coordinator

TITLE I, ESEA
P.O. Box 771
Jackson, Mississippi 39205

A. C. Bilbo
Assistant Coordinator

April 8, 1982

TO: Superintendents of Public School Districts

FROM: Albert J. Comfort, Jr., Ed.D., Coordinator

SUBJECT: Chapter 1 Application Forms

Enclosed you will find application forms for Chapter 1 of the Education Consolidation and Improvement Act of 1981 for the period of July 1, 1982, through June 30, 1985.

While the application format provides for a full three year period, the program description section will need to be updated, by way of amendment, at least annually. Sections I and II will need to be initiated only once unless there are changes during the interim which dictate an update. It is our recommendation that for each year of the three year period the program description section be cleared through the local school board irrespective of its status as an initial submission or as an amendment for either fiscal year 1984 or fiscal year 1985.

With respect to the submission of an application for funding under Chapter 1, you may exercise any of the options which best suit your situation as follows:

-- Submit all Sections at the same time
-- Submit Section I independently
-- Submit Section II independently
-- Submit Sections I and II simultaneously
-- Submit Section III independently of I and II, but in order (last)

Formal approval of all three sections of the application will be made when the entire review process has been completed. In the event that Section II, designation of eligible attendance areas, is submitted independently of the program description section, an immediate review of this section will be made and an appropriate response provided to the local district. Neither Sections II nor III can be cleared in the absence of a completed copy of Section I.

This packet contains three sets of application forms. One set has been stapled together and may be used as a file copy, work copy or whatever use you desire to make of the forms. The loose forms

should be used to make up the application to be submitted to the State office. Additional copies of pages 2, 3 and 5 will be provided in the near future. You are requested to USE ONLY ORIGINAL FORMS, UNSTAPLED, in your application. DO NOT STAPLE any part of the application being submitted for review and approval.

Field staff from this office are now engaged in small group meetings with local coordinators and other staff reviewing materials related to new applications. We will be following up these sessions with individual planning sessions or other types of assistance leading to the approval of Chapter 1 programs.

thb

Enclosures: Three sets of application forms

Copy of memorandum and stapled set of application forms to LEA Coordinators

LOCAL EDUCATION AGENCY

APPLICATION FOR GRANT
TO MEET THE SPECIAL EDUCATIONAL NEEDS
OF EDUCATIONALLY DEPRIVED CHILDREN
UNDER CHAPTER 1 OF THE
EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981

FOR THE PERIOD

JULY 1, 1982 - JUNE 30, 1985

SECTION I
STATEMENT OF ASSURANCES

SECTION II
DESIGNATION OF ELIGIBLE ATTENDANCE AREAS

SECTION III
PROGRAM DESCRIPTION

MISSISSIPPI DEPARTMENT OF EDUCATION
(7/1/82)

SECTION I

STATEMENT OF ASSURANCES

CHAPTER 1, ECIA

FISCAL YEAR 1983-1985

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will —

_____ Keep such records, including equipment inventory, and provide such information to the State Education Agency as may be required for fiscal audit and program evaluation (Sec. 556(b)).

_____ Conduct programs and projects in attendance areas declared eligible by the State Education Agency (Sec. 556(b)(1)).

_____ Conduct programs and projects based upon an annual assessment of education needs which identifies educationally deprived children in all eligible attendance areas, permits selection of those children who have the greatest need for special assistance, and determines the needs of participating children with sufficient specificity to ensure concentration on those needs (Sec. 556(b)(2)).

_____ Conduct programs and projects of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served and are designed and implemented in consultation with parents and teachers of such children. (Sec. 556(b)(3)).

_____ Evaluate programs and projects in terms of their effectiveness in achieving the goals set for them, and that such evaluations shall include objective measurements of educational achievement in basic skills and a determination of whether improved performance is sustained over a period of more than one year (Sec. 556(b)(4)).

_____ Make provisions for services to educationally deprived children attending private elementary and secondary schools in accordance with Section 557 (Sec. 556(b)(5)).

_____ Maintain its fiscal effort within the limits allowed by statute (Sec. 558(a)).

_____ Conduct programs and projects under Chapter 1 in a manner that supplements State and local resources (Sec. 558(b)).

_____ Utilize State and local funds to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such districts which are not receiving funds under Sec. 558(c)(1) of Chapter 1 and that it has established —

_____ a district wide salary schedule (Sec. 558(c)(2)(A));

_____ a policy to ensure equivalance among schools in teachers, administrators, and auxiliary personnel (Sec. 558(c)(2)(B);

_____ a policy to ensure equivalance among schools in the provision of curriculum materials and instructional supplies (Sec. 558(c)(2)(C));

_____ Assume full responsibility for ensuring the operation of the Chapter 1 program within the limits of applicable law and regulations and that audit exceptions arising out of Chapter 1 are accepted as a responsibility of the local school district.

The School Board of _____ District approved and caused to be spread on its minutes the assurances stated above at a meeting held on _____ and further authorized the Superintendent to sign such statement of assurances and to submit an application to the State Department of Education claiming funds available under Chapter 1 of ECIA.

Date:

_____
(Signature of Superintendent)

_____
(Typed) Name of Superintendent

Mailing _____

_____

Address _____

Zip Code

Telephone _____

Chapter 1 Contact Person If Other Than Superintendent —

Name _____

Address _____

_____

Telephone _____

SECTION II

CHAPTER 1, ECIA
DESIGNATION OF ELIGIBLE ATTENDANCE AREAS

FISCAL YEARS 1983-1985

METHODS USED —

☐ (1)(A) are conducted in attendance areas of such agency having the highest concentrations of low-income children;

☐ (B) are located in all attendance areas of an agency which has a uniformly high concentration of such children; or

☐ (C) are designed to utilize part of the available funds for such services which promise to provide significant help for all such children served by such agency.

RANK ATTENDANCE CENTERS BY PERCENT (HIGH TO LOW)

Total Enrollment _____ District LI Percentage _____ Average Number of
Total Low-Income _____ Number of Schools _____ Low-Income Per School _____

School (Attendance Area)	Grade Span	Enrollment	Low-Income		Check (X) Eligible Schools
			Number	Percent	

SECTION III

PROGRAM DESCRIPTION

Brief description of program thrust (e.g., activities, grade levels, number of children, instructional strategies).

Brief description of how program will be designed and implemented in consultation with parents and teachers.

List participating schools in rank order, highest to lowest, according to the number of participants selected to be served. Take into account the provisions of Section 557, ECIA with respect to participation of children enrolled in private schools.

NAME OF SCHOOL(S) (First list public schools in rank order then list private schools)	Grade Span To Be Served	Participants			
		Public Schools		Private Schools	
		Number		Number	
		Eligible	Selected	Eligible	Selected

MISSISSIPPI DEPARTMENT OF EDUCATION (7/1/82)

Exhibit 71 (page 8 of 14)

PROJECT NUMBER_____ REGULAR( ) CARRYOVER( ) SUMMER( )

BUDGET ANALYSIS — EXPENDITURE OBJECT

CLASS	DETAIL (1)	NO. (2)	EXPENDITURE FUNCTION SUMMARY (3)	100 SALARIES (4)	200 EMPLOYEE BENEFITS (5)	300 PURCHASED SERVICES (6)	400 SUPPLIES MATERIALS (7)	500 CAPITAL OUTLAY (8)	TOTALS (9)
1000	INSTRUCTION			100	200	300	400	500	Totals
	1250		Teacher					xxxxxx	
	1250		Teacher					xxxxxx	
								xxxxxx	
								xxxxxx	
								xxxxxx	
								xxxxxx	
								xxxxxx	
								xxxxxx	
								xxxxxx	
	SUB-TOTAL CLASS 1000							xxxxxx	
2000	PUPIL SUPPORT			100	200	300	400	500	Totals
	2132		Medical Services						
	2133		Dental Services						
	2134		Nurse Service						
	SUB-TOTAL PUPIL SUPPORT								
2000	SUPPORTIVE STAFF			100	200	300	400	500	Totals
	2211		Coordinator						
	2211		Secretary, Clerk						
	2212		Supervisor						
	2213		Instructional Staff Training						
	2223		Audio-Visual Service						
	2224		Educational Television Services						
	2225		Computer Assisted Instruction						
	SUB-TOTAL SUPPORT STAFF								

PROJECT NUMBER_____ REGULAR( ) CARRYOVER( ) SUMMER( )

BUDGET ANALYSIS continued

			BUSINESS SERVICES	100	200	300	400	500	Totals
2000	2530	xx	Classroom Furnishings						
	2535	xx	Building Acquisition, Construction						
	2542		Care and Upkeep of Building Services						
	2544		Care and Upkeep of Equipment Services						
	2545	xx	Vehicle Repair and Maintenance Services						
	2547	xx	Property Insurance						
	2552		Vehicle Operation Services						
	2573		Warehousing and Distributing Services						
	2574		Printing, Publishing and Duplicating						
			SUB-TOTAL BUSINESS SERVICES						
			SUPPORT SERVICES CENTRAL	100	200	300	400	500	Totals
2000	2623		Evaluation Services						
	2633		Public Information Services						
			SUB-TOTAL SUPPORT SERVICES CENTRAL						
			COMMUNITY SERVICES	100	200	300	400	500	Totals
3000									
	3700		Non - Public Pupil Services						
			SUB-TOTAL COMMUNITY SERVICES						
SUB-TOTAL CLASS 1000, CLASSES 2000, CLASS 3000									
4000	4300	xx	INDIRECT COST	xxxxxxxx	xxxxxxxx		xxxxxxxx	xxxxxxxx	
GRAND TOTAL ALL CLASSES									

PROJECT STAFF (Reflect Total Staff By Assignment in FTE)* SCHOOL TERM

ASSIGNMENT	CURRENT YEAR No. Staff	CURRENT YEAR Salary	CARRY-OVER No. Staff	CARRY-OVER Salary	TOTAL STAFF
Teacher - Kindergarten					
Teacher - Elementary (1-6)					
Teacher - Secondary (7-12)					
Teacher Aide - Kindergarten					
Teacher Aide - Elementary (1-6)					
Teacher Aide - Secondary (7-12)					
Nurse (RN)					
Nurse Aide					
Coordinator					
Supervisor					
Secretary					
Clerk					
Substitute Teacher Pay	xxxxxxx		xxxxxxx		xxxxxxxxx
TOTALS (Show Staff in FTE)*	xxxxx		xxxxx		

PARTICIPANTS - UNDUPLICATED COUNT

GRADE	Public Schools	Private Schools	TOTAL	GRADE	Public Schools	Private Schools	TOTAL
Kindergarten				xxxxxxxxxxxxx	xxxx	xxxx	xxxxxx
Grade 1				Grade 7			
Grade 2				Grade 8			
Grade 3				Grade 9			
Grade 4				Grade 10			
Grade 5				Grade 11			
Grade 6				Grade 12			
				TOTAL PARTICIPANTS			

*(SHOW IN TOTAL STAFF COLUMN FULL TIME EQUIVALENCY (FTE), e.g. a staff member supported at the 50% level would be shown in FTE terms at .5)

MISSISSIPPI DEPARTMENT OF EDUCATION (7/1/82)

PROGRAM DESCRIPTION - COMPLETE A PAGE FOR EACH PARTICIPATING SCHOOL

NAME OF SCHOOL _____ GRADE SPAN _____

(1)	KINDERGARTEN (2)	READING (3)	MATHEMATICS (4)	LANGUAGE ARTS (5)
1. TOTAL CHAPTER 1 COST OF EACH INSTRUCTIONAL ACTIVITY:				
2. PER PUPIL COST OF EACH CHAPTER 1 INSTRUCTIONAL ACTIVITY:				
3. GRADE LEVELS TO BE SERVED BY CHAPTER 1 INSTRUCTIONAL ACTIVITIES:				
4. LENGTHS OF CHAPTER 1 INSTRUCTIONAL PERIODS:				
5. NUMBER OF INSTRUCTIONAL PERIODS ASSIGNED EACH CHAPTER 1 TEACHER DAILY:				
6. NUMBER OF INSTRUCTIONAL PERIODS ASSIGNED EACH CHAPTER 1 AIDE DAILY:				
7. MAXIMUM CHAPTER 1 TEACHER/PUPIL RATIO PER PERIOD:				
8. MAXIMUM CHAPTER 1 AIDE/PUPIL RATIO PER PERIOD:				
9. NUMBER OF CHAPTER 1 TEACHERS ASSIGNED THIS SCHOOL:				
10. NUMBER OF CHAPTER 1 AIDES ASSIGNED THIS SCHOOL:				
11. NUMBER OF KINDERGARTEN CHILDREN SELECTED (DESCRIBE BELOW CRITERIA USED IN SELECTING PARTICIPANTS)				

NUMBER IN NEED — NUMBER SELECTED

GRADE	NUMBER 50th PERCENTILE AND BELOW			NUMBER SELECTED			GRADE	NUMBER 50th PERCENTILE AND BELOW			NUMBER SELECTED		
	RDG.	MATH	L.A.	RDG.	MATH	L.A.		RDG.	MATH	L.A.	RDG.	MATH	L.A.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1							7						
2							8						
3							9						
4							10						
5							11						
6							12						
								TOTAL SELECTED FOR PARTICIPATION					

DESCRIBE: (INSERT ADDITIONAL PAGES AS NECESSARY)

(1) OTHER DETAILS OF EACH COMPONENT NOT FULLY EXPLAINED ABOVE (E.G., PROGRAM DESIGN, COORDINATION WITH REGULAR PROGRAM, INSERVICE TRAINING, NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT, SELECTION OF KINDERGARTEN PARTICIPANTS).

EQUIPMENT							SCHOOLS WHERE PROJECTS WILL BE LOCATED AND QUANTITY OF EQUIPMENT REQUESTED FOR EACH PROJECT BY SCHOOL						
DESCRIPTION OF EQUIPMENT	COMPLETE THIS DATA ON SAME TYPE EQUIPMENT PURCHASED WITH TITLE I FUNDS AND USED LESS THAN TWO YEARS											QUANTITY	TOTAL COST
	EQUIPMENT ON HAND												
	ACQUISITION			UTILIZATION									
	Quan.	Date	Cost	% Title I	% Other	Location							
(1)	(2)			(3)			(4)					(5)	(6)
												TOTAL COST ...	

JUSTIFICATION (ESTABLISH RELATIONSHIP TO PROGRAM)

PERFORMANCE OBJECTIVE FOR _____

By the end of the 1982-83 school year, students in this activity will show an achievement gain of at least the amount shown in Column 6 for each participating grade as determined by pre and post test scores.

(1)	(2)	(3)	(4)		(5)	(6)
GRADE	PARTICIPANTS	NAME, FORM AND LEVEL OF TEST	NORMING DATES		MODEL	NCE GAIN
			PRE	POST		
TOTAL						

Will testing be done during empirical norming dates? Pre: Yes_____ No_____ Post: Yes_____ No_____

If no, how will data be adjusted? (Use additional sheet if necessary.)

Will instrument used for selection be different from pretest instrument? Yes _____ No _____

Will level of test to be used for evaluation be appropriate for the functional level of the children? Yes_____ No_____

Percentage of test to be scored for quality control. _____

EVALUATION DESIGN (CIRCLE ONE) PRE TEST DATE POST TEST DATE

FALL/SPRING; SPRING/SPRING; FALL/FALL _____ _____

DIAGNOSTIC PROCEDURES The special educational needs of participating children were determined by the following diagnostic instruments and/or procedures (check those that apply).

_____ Commercial Diagnostic Test(s)
_____ Publishers' Diagnostic or Placement Test(s)
_____ Students' Performance on Graded Materials
_____ Teacher-made Diagnostic Test(s)
_____ Achievement Test(s) (Item Analysis)
_____ Teacher Judgment
_____ Other (Specify)

SUPPORT SERVICES (Budget Classes 2100, 2200, 2500, 2600)

DESCRIBE THE NATURE AND EXTENT OF EACH SERVICE. INCLUDE THE NUMBER, THE TYPE, AND THE LOCATION OF STAFF, IF ANY, TO BE EMPLOYED AND A COST ANALYSIS.

BUDGET CLASS 2100

BUDGET CLASS 2200

BUDGET CLASS 2500

BUDGET CLASS 2600

1

Applicant Agency's Name:

Address, City, State, and Zip Code:

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

County-District No.

Project/Program Year 1982-83
Special Populations Programs

General Information

2

Use of the Standard Application. This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please contact the appropriate Division at the Texas Education Agency. Telephone Nos.: Chapter 1 & 2, (512) 475-3371; Migrant, (512) 475-6623; Bilingual, (512) 475-3551.

3

Legislative Funding Authority—Check applicable funding source(s)	LEA CONTACT PERSON	PHONE #
☐ Education Consolidation and Improvement Act, Chapter 1 Regular		
☐ Education Consolidation and Improvement Act, Chapter 1 Migrant		
☐ Education Consolidation and Improvement Act, Chapter 2		
☐ Texas Administrative Code, Chapter 77, Subpart R (State Bilingual/English as a Second Language (ESL)		

4

Index to this application: An (X) has been placed in the appropriate column to indicate each applicant Schedule which is to be a part of this application and which must be submitted.

Sch. No.	Schedule Name	Ch. 1 Reg	Ch. 1 Mig	Ch. 2	Ch. 77, Sub. R Bil	Ch. 77, Sub. R ESL
	General Information	X	X	X	X	X
1	Cooperative Information	X	X	X		
3	Budget Summary	X	X	X	X	X
3A	Amended Budget Summary	X	X			
B	Supplemental Schedule for Personnel Data—6100	X	X	X	X	X
C	Supplemental Schedule for Contracted Services—6200	X	X	X	X	X
D	Supplemental Schedule for Supplies and Materials—6300	X	X	X	X	X
E	Supplemental Schedule for Other Oper. Exp.—6400	X	X	X	X	X
F	Supplemental Schedule for Lease/Pur. Contr.—6512 Constr.—6620					
3G	Supplemental Schedule for Equip.—6630	X	X	X	X	X

Sch. No.	Schedule Name	Ch. 1 Reg	Ch. 1 Mig	Ch. 2	Ch. 77, Sub. R Bil	Ch. 77, Sub. R ESL
4	Program Abstract	NA	NA	NA	NA	NA
5	Maintenance of Effort	X	X	X		
6	Attendance Area Selection & Student Part.	X	X	X	X	X
7A	Private Schools	X				
7B	All Private Non-Profit Schools			X		
8	Neglected & Delinquent	X				
9	Needs Assessment	X	X			
10	Program Design	X	X		X	X
11	Program Implementation	X	X		X	X
12	Support Services	X	X		X	X
13	Dist. of Funds, Chapter 2			X		
14	Primary Target Population & Staff Counts				X	X
2	Assurances Evaluation—Testing	X	X	X	X	X

5

CERTIFICATION AND INCORPORATION

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to obligate this agency. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal, State, and local laws and requirements, the Provisions and Assurances indicated above, and the schedules attached and indicated above. It is understood by applicant that this application constitutes an offer, and if accepted by TEA or renegotiated to acceptance will form a binding agreement.

Typed Name of Superintendent or Executive Director	Telephone Number	Date Signed

Signature

Return original and 2 copies of the proposal to:
Texas Education Agency
Division of Compensatory Education
201 East Eleventh Street
Austin, Texas 78701

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

SCHEDULE #1—Certification of Local Education Agencies for Cooperative Projects Only

Date Submitted

I as one of the undersigned certifies that, to the best of my knowledge, the information contained in this application is correct and complete; that the local education agency (LEA) represented has authorized me to file this application, and that such authorization action is recorded in the minutes of the agency's meeting held on the date shown below. The participating or intermediate education agency named below has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

CERTIFICATION OF LEA DESIGNATED ADMINISTRATIVE AND FISCAL AGENT:			Fund Source—ECIA 1 Regular		Fund Source—ECIA 1 Migrant		Chapter 2
1. Legal Name of Fiscal Agent	Co./Dist. No.	Date of LEA Meeting	Carryover	Current Year	Carryover	Current Year	Current Year
Typed Name and Title of Authorized Rep.		Signature	FY 1982 Released Coop Entitlement	FY 1983 Released Coop Entitlement	FY 1982 Released Coop Maximum	FY 1983 Released Coop Maximum	FY 1983 Released Coop Maximum
CERTIFICATION OF PARTICIPATING LEA:			(A)	(B)	(C)	(D)	(E)
2. Legal Name of LEA	Co./Dist. No.	Date of LEA Meeting					
Typed Name and Title of Authorized Rep.		Signature	$	$	$	$	$
3. Legal Name of LEA	Co./Dist. No.	Date of LEA Meeting					
Typed Name and Title of Authorized Rep.		Signature					
4. Legal Name of LEA	Co./Dist. No.	Date of LEA Meeting					
Typed Name and Title of Authorized Rep.		Signature					
5. Legal Name of LEA	Co./Dist. No.	Date of LEA Meeting					
Typed Name and Title of Authorized Rep.		Signature					
6. Legal Name of LEA	Co./Dist. No.	Date of LEA Meeting					
Typed Name and Title of Authorized Rep.		Signature					
TOTALS			$	$	$	$	$

173

203

204

SAS-201

INSTRUCTIONS:
Report Dollar Amounts Only

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Exhibit 72 (page 3 of 45)

Co.-Dist. No.

Date Submitted

SCHEDULE #3—Current/Carryover
Budget Summary

			FEDERAL FUNDS					STATE FUNDS	
			EDUCATION CONSOLIDATION AND IMPROVEMENT ACT					TEXAS ADMINISTRATIVE CODE CHAPTER 77, SUB CHAPTER R	
			Chapter 1				Chapter 2		
			Regular	Regular	Migrant	Migrant		Bilingual	ESL
			FY 1983	FY 1982 Carryover	FY 1983	FY 1982 Carryover	FY 1983	FY 1983	FY 1983
Line No.	Revenue Code / Objective Description	C/Obj.	5941 (A)	5941 (B)	5942 (C)	5942 (D)	5948 (E)	5844 (F)	5844 (G)
01	Payroll Costs	6100	$	$	$	$	$	$	$
02	Purchased and Contracted Services	6200							
03	Supplies/Materials	6300							
04	Other Operating Expenses	6400							
05	Lease/Purchase	6512							
06	Capital Outlay—Construction/Remodeling	6620							
07	Capital Outlay—Equipment/Furniture	6630							
08	Total Direct Costs (Sum of lines 01-07)		$	$	$	$	$	$	$
09	Indirect Cost (%)	6900							
10.	Total Costs		$	$	$	$	$	$	$
11.	Project Number (TEA USE ONLY)								
12	Previously Approved (TEA USE ONLY)		$	$	$	$	$	$	$
13.	Increase/(Decrease) (TEA USE ONLY)		$	$	$	$	$	$	$
14	Entitlements (TEA USE ONLY)		$	$	$	$	$	$	$

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Exhibit 72 (page 4 of 45)

Co.-Dist. No.

Funding Source_____ Funding Year_____

SCHEDULE #3A—Amended Budget Summary

Date Submitted

Carryover (Prepare a separate copy of this page for each applicable funding source.)

Line #	Class/Object Code	Budget Amendments—Report Dollar Amounts Only, Omit Decimals				Reason for Budget Amendments (Please Type)
		Previously Approved	Amount Deleted	Amount Added	Total Budget	
		(A)	(B)	(C)	(D)	
01	6100	$	$	$	$	
02	6200					
03	6300					
04	6400					
05	6512					
06	6620					
07	6630					
08	Total Program	$	$	$	$	
09	Indirect Cost (%)					
10	Total Budget	$	$	$	$	

*Enter Column D in appropriate column in Schedule #3.

180

207

208

SAS-201

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs
SUPPLEMENTAL SCHEDULE #39—Personnel Data 6100

Co.-Dist. No. _____

Date Submitted _____

INSTRUCTIONS:
In columns E-K:
Lines 01-09, report FTE.
Line 10, enter total payroll cost by fund source. Report dollar amount only. Omit decimals.

					FEDERAL FUNDS					STATE FUNDS	
					EDUCATION CONSOLIDATION AND IMPROVEMENT ACT					TEXAS ADMINISTRATIVE CODE CHAPTER 77, SUB CHAPTER R	
					Chapter 1				Chapter 2		
					Regular	Regular	Migrant	Migrant		Bilingual	ESL
Line #	Title of Position	No. of Positions	% of Time Assigned	No. Days Employed	FY 1983 FTE	FY 1982 Carryover FTE	FY 1983 FTE	FY 1982 Carryover FTE	FY 1983 FTE	FY 1983 FTE	FY 1983 FTE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
01											
02											
03											
04											
05											
06											
07											
08											
09											
10	TOTAL PAYROLL COST			Note 1	$	$	$	$	$	$	$

Note 1: Total Amount Budgeted for Salaries, Substitutes, and Employee Benefits—By Year.

181

209

210

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83 Exhibit 72 (page 6 of 45)
Special Populations Programs
SUPPLEMENTAL SCHEDULE #3C—Contracted Services 6200

Co.-Dist. No.

Date Submitted

INSTRUCTIONS:
Report in dollar amounts only.
Omit Decimals.

		FEDERAL FUNDS					STATE FUNDS	
		EDUCATION CONSOLIDATION AND IMPROVEMENT ACT					TEXAS ADMINISTRATIVE CODE CHAPTER 77, SUB CHAPTER R	
		Chapter 1				Chapter 2		
Line #	Type and Description of Service and/or Product to be Delivered	Regular FY 1983	Regular FY 1982 Carryover	Migrant FY 1983	Migrant FY 1982 Carryover	FY 1983	Bilingual FY 1983	ESL FY 1983
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
01		$	$	$	$	$	$	$
02								
03								
04								
05								
06								
07								
08								
09								
10	TOTALS	$	$	$	$	$	$	$

182

211

212

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs
SUPPLEMENTAL SCHEDULE #3D—Supplies and Materials 6300

Exhibit 72 (page 7 of 45)

Co.-Dist. No.

Date Submitted

INSTRUCTIONS:
Report in dollar amounts only.
Omit Decimals.

		FEDERAL FUNDS					STATE FUNDS	
		EDUCATION CONSOLIDATION AND IMPROVEMENT ACT					TEXAS ADMINISTRATIVE CODE CHAPTER 77, SUB CHAPTER R	
		Chapter 1				Chapter 2		
Line #	Description of Supplies/Materials	Regular	Regular	Migrant	Migrant		Bilingual	ESL
		FY 1983	FY 1982 Carryover	FY 1983	FY 1982 Carryover	FY 1983	FY 1983	FY 1983
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
01		$	$	$	$	$	$	$
02								
03								
04								
05								
06								
07								
08								
09								
10	TOTALS	$	$	$	$	$	$	$

183

213

214

SAS-201

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs
SUPPLEMENTAL SCHEDULE #3E--Other Operating Expenses 6400

Exhibit 72 (page 8 of 45)

Co.-Dist. No. _____

Date Submitted _____

INSTRUCTIONS:
Report in dollar amounts only.
Omit Decimals.

		FEDERAL FUNDS					STATE FUNDS	
		EDUCATION CONSOLIDATION AND IMPROVEMENT ACT					TEXAS ADMINISTRATIVE CODE CHAPTER 77, SUB CHAPTER R	
		Chapter 1				Chapter 2		
Line #	Description of Type of Service	Regular	Regular	Migrant	Migrant		Bilingual	ESL
		FY 1983	FY 1982 Carryover	FY 1983	FY 1982 Carryover	FY 1983	FY 1983	FY 1983
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
01		$	$	$	$	$	$	$
02								
03								
04								
05								
06								
07								
08								
09								
10	TOTALS	$	$	$	$	$	$	$

184

215

216

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83 Exhibit 72 (page 9 of 45)
Special Populations Programs
SUPPLEMENTAL SCHEDULE #3G—Furniture and Equipment 6630

Co.-Dist. No.

Date Submitted

INSTRUCTIONS:
In each appropriate Column:
In columns C-I, report the quantity of each item (not the cost).
Line 10, enter the total cost of items for each program. Report dollar amounts only.
Omit decimals.

			FEDERAL FUNDS					STATE FUNDS	
			EDUCATION CONSOLIDATION AND IMPROVEMENT ACT					TEXAS ADMINISTRATIVE CODE CHAPTER 77, SUB CHAPTER R	
			Chapter 1				Chapter 2		
Line #	Description of Each Item	Unit Cost	Regular FY 1983	Regular FY 1982 Carryover	Migrant FY 1983	Migrant FY 1982 Carryover	FY 1983	Bilingual FY 1983	ESL FY 1983
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
01									
02									
03									
04									
05									
06									
07									
08									
09									
10	TOTALS		$	$	$	$	$	$	$

185

217

218

District Name

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project Program School Year 1982-83
Special Populations Programs

Co.-Dist. No.

SCHEDULE #5—Maintenance of Effort Schedule for ECIA Chapter 1 and Chapter 2

Date Submitted

Report state and local expenditures for Class/Object Codes 6100, 6210, 6250, 6260, 6270, 6280, 6290, 6300, and 6400 for all functions except 36 and 37. For functions 36 and 37, report expenditures for Class/Object Code 6450 only. **Do not include Class/Object Code expenditures for 6220, 6230, 6240, 6500, and 6600 for any functions.**

Ancillary Services, Function 81, are not to be included in computing local effort.

REPORT AUDIT FIGURES ONLY

	Enter Auditable Data for Years Indicated		(1) 1979-80	(2) 1980-81
1	Refined Average Daily Attendance			
	Expenditure Classification	Function	Expenditures	Expenditures
2	Instructional Service	11	$	$
3	Instructional Related Service	21		
4	Instructional Resources and Media Services	22		
5	School Administration	23		
6	Instructional Research and Development	24		
7	Curriculum and Personnel Development	25		
8	Communication and Dissemination	26		
9	Pupil Services	31		
10	Attendance & Social Work Services	32		
11	Health Services	33		
12	Pupil Transportation (Reg.)	34		
13	Pupil Transportation Exc. Child	35		
14	Co-Curricular Activities	36		
15	Food Services	37		
16	General Administration	41		
17	Plant Maintenance & Operation	51		
18	Data Processing Services (Normally used by ESC's)	70		
19	TOTAL LINES 2 through 18		$	$
20	Average Per Pupil Expenditure (Line 19 divided by Line 1)		$	$

219

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

District Name _____ Co.-Dist. No. _____

County _____ Date Submitted _____

SCHEDULE #6—Attendance Area Selection and Student Participation

Public Schools

1 Each District (including Single Attendance Areas) List All Campuses in Order of Percentage of Low-Income Children Per Column (G)	Campus No.	Grade Span	Total Number of Children ENROLLED in Each Campus Listed in Col. (A)	Number of Children RESIDING in Each Attendance Area			Unduplicated Number of Children Who Will Participate in Each Program At Campuses Listed in Column (A)					
				TOTAL	From Low-Income Families	Percent (Col. F ÷ E)	Chapter 1 (Reg.)	Chapter 1 (Mig.) Current	Chapter 1 (Mig.) Former	Chapter 77-Subpart R LEP Bil.	Chapter 77-Subpart R LEP ESL Only	Chapter 2
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
		TOTALS										

2 TOTAL NUMBER OF PUBLIC SCHOOL CAMPUSES TO BE OPERATED BY THE DISTRICT _____	3 CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES IN DISTRICT A. District-Wide Percentage Total Col. F ÷ Total Col. E = _____ % B. Average Number Per School Attendance Area Total Col. F ÷ Item 2 = _____

187

220

221

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Co.-Dist. No. _____

Date Submitted _____

SCHEDULE #7—Private Schools

A. Chapter 1—**Only** Participating Private Schools
Complete only for private schools that will offer Chapter 1 (Regular) educational services to children residing in **eligible project attendance** areas.

List Private Schools	Grade Span	Number of Children Enrolled Residing in Eligible Project Areas		Number of Educationally Deprived in Col. (C) Who Will Participate in Chapter 1 (Reg)
		TOTAL	Number From Low-Income Families	
(A)	(B)	(C)	(D)	(E)
TOTALS				

B. Chapter 2—**All** Private **Non-Profit** Schools

List All Private Non-Profit Schools Located in the District	Grade Span	Total Enrollment	Number of Students Who Will Participate in Chapter 2
(A)	(B)	(C)	(D)
TOTALS			

SCHEDULE #8—Neglected and Delinquent Institutions

Complete only if eligible N/D Institutions in school district boundary plan to offer Chapter 1 (Regular) educational services to children.

List Eligible Neglected and Delinquent Institutions	Total Number of Children (Under 21) Living at Institution	Children in Col. (B) Who Will Participate in Chapter 1 (Reg)	ECIA Chap. 1 (Reg) Amount Budgeted for Each Institution in Col. (A)
(A)	(B)	(C)	(D)
TOTALS			$

FOR TEA USE ONLY	Number of Students:_____	$

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

_____ Co.-Dist. No.

_____ Date Submitted

SCHEDULE #9—Needs Assessment

For Chapter 1 programs (Regular & Migrant) check appropriate component.

_____ Reading/Reading in Content _____ Social Studies/Science

_____ Mathematics _____ Pre-K

_____ Writing Composition _____ Other_____

Grade Level	Selection Criteria Used to Determine Educational Need	Chapter I		Name of Assessment Test(s) Administered	Date Test(s) Administered
		Reg	Mig		
	(A)	(B)	(C)	(D)	(E)
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Each school district will submit this page only one time for each instructional component to be implemented. Do not submit for non-instructional (support) services.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Co.-Dist. No.

Date Submitted

SCHEDULE #9—Needs Assessment (Continued)

For students of limited English proficiency (LEP) list the names of tests used for identification and recommendation for extended programs.

State Funds		Name of Achievement Test(s) Administered	Name of English Oral Proficiency Test(s) Administered	Date Test(s) Administered	Extended Programs
Bilingual	ESL				
(F)	(G)	(H)	(I)	(J)	(K)

Each school district will submit this page only one time for each instructional component to be implemented. Do not submit for non-instructional (support) services.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

SCHEDULE #10—Program Design

Co.-Dist. No. _____

Date Submitted _____

FOUNDATION PROGRAM BASIC SKILLS		INSTRUCTIONAL DESIGN			INSTRUCTIONAL PERIODS PER WEEK			LENGTH OF INSTRUCTIONAL PERIOD			STUDENT/INSTRUCTOR RATIO		
		Foundation	Supplemental		Foundation	Supplemental		Foundation	Supplemental		Foundation	Supplemental	
		State	Chapter I		State	Chapter I		State	Chapter I		State	Chapter I	
Subject Areas	Language of Instruction	Bil. Ed./ ESL	Reg.	Mig.	Bil. Ed./ ESL	Reg.	Mig.	Bil. Ed./ ESL	Reg.	Mig.	Bil. Ed./ ESL	Reg.	Mig.
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)
Reading/Reading in Content	[ ] ENGLISH												
	[ ] Dual Language (Primary/English, LEP Students)												
	[ ] ESL (Special Language Program, LEP Students)												
Mathematics	[ ] ENGLISH												
	[ ] Dual Language (Primary/English, LEP Students)												
	[ ] ESL (Special Language Program, LEP Students)												
Writing Composition	[ ] ENGLISH												
	[ ] Dual Language (Primary/English, LEP Students)												
	[ ] ESL (Special Language Program, LEP Students)												
Social Studies/ Science	[ ] ENGLISH												
	[ ] Dual Language (Primary/English, LEP Students)												
	[ ] ESL (Special Language Program, LEP Students)												
Other: (Specify) _____	[ ] ENGLISH												
	[ ] Dual Language (Primary/English, LEP Students)												
	[ ] ESL (Special Language Program, LEP Students)												
Pre-K	[ ] ENGLISH												
	[ ] Dual Language (Primary/English, LEP Students)												
	[ ] ESL (Special Language Program, LEP Students)												

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Exhibit 72 (page 16 of 45) _____
Co.-Dist. No.

SCHEDULE #11—Program Implementation

_____
Date Submitted

The following activities and/or procedures are essential in developing a sound overall instructional program (Foundation/Bilingual/ESL, Chapter 1 Regular, Chapter 1 Migrant). Please check the appropriate items:

ACTIVITY OR PROCEDURE		COMPONENTS					
		Reading/ Reading in Content Areas	Math	Writing (Composition)	Social Studies/ Science	Other: (Specify) _____	Pre-K
A. **Instructional Placement:** Instructional placement (functional level) for participants will be determined through the use of:	•Informal reading inventories						
	•Informal math inventories						
	•Analysis of writing samples						
	•Analysis of language proficiency						
	•Other (specify)						
B. **Identification of Specific Skill Needs:** Specific skill needs at the participants' instructional (functional) level will be determined through the use of:	•Criterion-referenced measures that most closely reflect the LEA Skills Continuum, including structured observation instruments						
	•Developmental assessment measures						
	•Assessment of language proficiency						
	•Other diagnostic assessments (specify)						
C. **Systematic Skill Development** will be assured by utilization of:	•Criterion-referenced management plan						
	•Individual student checklist based on LEA Skills Continuum						
	•Continuous progress checklist						
	•Joint development of student's (lesson) instructional plan						
	•Periodic joint review of student's progress through update and/or modification of instructional plan						
	•Other (specify)						
D. **Educational Continuity:** Coordination of supplementary program instruction with the foundation program will be assured for participants through:	•Scheduled time periods for cooperative instructional planning of the instructional team						
	•Coordination of staff development and inservice training activities						
	•Other (specify)						

E. **Staff Development:** The competencies of administrative and instructional staff will be enhanced as a result of inservice activities conducted as indicated:	Training Areas	Objective(s) To Be Addressed		
		English	Bilingual	ESL
	•Instructional Leadership			
	•Reading			
	•Reading in the Content Area(s)			
	•Mathematics			
	•Writing (Composition)			
	•Other (Specify)			

192

227

228

SAS-201

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Co.-Dist. No. _____

Date Submitted _____

SCHEDULE #12—Support Services

Component	Number of Students To Be Served	Grade Span To Be Served	Foundation All Students In Grades	Chapter 1 Migrant Migrant Students Only In Grades	Chapter 1 Regular Eligible Students In Grades
(A)	(B)	(C)	(D)	(E)	(F)
Counseling					
Clothing					
Library/Media Services					
Medical/Dental Services					
MSRTS					
Other _____					

- Only Chapter 1 Regular students who are enrolled in a Chapter 1 supplementary instruction program are eligible for support services.
- Data for the above will be compiled, analyzed and disseminated to appropriate personnel to substantiate the effectiveness of the activities.
- The school district will maintain on file the following documentation for Chapter 1 Regular and Migrant students:
  - the method(s) of referral for instructional and/or non-instructional support services.
  - the method of delivery of services to students.
  - the utilization of personnel, supplies and/or contracted services for student services.
  - the utilization of community or other resources in providing support services for students.

193

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

_____ Co.-Dist. No.

_____ Date Submitted

SCHEDULE #13—Distribution of Funds

ECIA, Chapter 2

Distribution of Fiscal Year 1983 funds allocated for Chapter 2 activities:

$_____ **Subchapter A—Basic Skills Development**

$ _____ 1. State basic skills improvement program (ESEA, Title II)
_____ 2. Special programs for improving basic skills (ESEA, Title II)

$_____ **Subchapter B—Educational Improvement and Support Services**

$ _____ 1. Instructional materials and school library resources (ESEA, Title IV)
_____ 2. Improvement in local educational practices (ESEA, Title IV)
_____ 3. Guidance, counseling, and testing (ESEA, Title IV)
_____ 4. Emergency school aid (ESEA, Title VI)
_____ 5. Precollege science teacher training (NSFA)
_____ 6. Teacher corps and teacher centers (Higher Education Act of 1965)

$_____ **Subchapter C—Special Projects**

$ _____ 1. Metric education (ESEA, Title III)
_____ 2. Arts in education (ESEA, Title III)
_____ 3. Preschool partnership programs (ESEA, Title III)
_____ 4. Consumer education (ESEA, Title III)
_____ 5. Youth employment (ESEA, Title III)
_____ 6. Law-related education (ESEA, Title III)
_____ 7. Environmental education (ESEA, Title III)
_____ 8. Health education (ESEA, Title III)
_____ 9. Correction education (ESEA, Title III)
_____ 10. Dissemination of information (ESEA, Title III)
_____ 11. Biomedical sciences (ESEA, Title III)
_____ 12. Population education (ESEA, Title III)
_____ 13. Community schools (ESEA, Title VIII)
_____ 14. Gifted and talented children (ESEA, Title IX)
_____ 15. Educational proficiency standards (ESEA, Title IX)
_____ 16. Women's educational equity (ESEA, Title IX)
_____ 17. Special grants for safe schools (ESEA, Title IX)
_____ 18. Ethnic heritage program (ESEA, Title IX)
_____ 19. Career Education Incentive Act
_____ 20. Follow through (Econ. Opp. Act, Title V, Part B)

$_____ **Total Chapter 2 funds budgeted for Fiscal Year 1983**

$_____ **Total Chapter 2 funds budgeted for Fiscal Year 1983 above to be used for the benefit of children in private non-profit elementary and secondary schools**

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Campus Name _____ Co.-Dist. No. _____

Campus No. _____ Date Submitted _____

SCHEDULE #14—Primary Target Population and Staff Count

Language _____

195

		CAMPUS TOTALS BY GRADE LEVEL														
		Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.	LEP Students Identified															
2.	LEP Students in Bilingual Education															
3.	LEP Students in ESL															
4.	Number of Non-LEP Students in Bilingual Education															
5.	Number of Special Education LEP Students in Bilingual Education															
6.	Bilingually Endorsed Teachers Assigned to Bilingual Program															
7.	Teachers on Permit Assigned to Bilingual Program															
8.	Number of Certified Bilingual Teachers Not Assigned to Program															
9.	ESL Certified Teachers Assigned to ESL Program															
10.	ESL Teachers with Permit Assigned to ESL Program															
11.	Teachers Assigned to ESL, Not Certified and Not Working Towards Endorsement															

If the district has identified 20 or more LEP students in the same language category and within the same grade level, the district is required to establish a Language Proficiency Assessment Committee: List the name of the committee members below:

Campus Administrator: _____

Professional Bilingual Teacher: _____

Professional ESL Teacher: _____

Parent Member: _____

Others: _____

Check One: The individuals listed serve as:

_____ District LPAC

_____ Campus LPAC

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

Co.-Dist. No.

Exhibit 72 (page 20 of 45)

Project/Program Year 1982-83

Project No. Assigned by TEA

SCHEDULE #2 - Provisions & Assurances

Statement of Provisions and Assurances for all Programs in this Application:

A. As used in these General Provisions,
"Contract" means the entire document, whatever its name or form, of which these General Provisions and other attachments, schedules if any, are a part;
"Agency" means the Texas Education Agency;
"Contractor" means the party or parties to this contract other than Agency;
"Project Administrator" means the person representing Agency or Contractor, as indicated by the context, for the purpose of administering the contract project;
"Contract Project" means the purpose intended to be achieved through the contract of which these General Provisions are a part;
"Applicant" means the same as "Contractor";
"Application" means the entire package submitted by the Applicant including the Schedules included in the Application and so indicated on the General Information page of the Application package;
"Grant" means the same as "Contract";
"Grantee" means the same as "Contractor";
"Grantor" means the same as "Agency".

B. Subject to the availability of funds to Agency for the purpose, this contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

C. Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Contractor, its Agents, Employees, and Subcontractor done in the conduct of the contract project.

D. Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this contract, without prior formal written amendment of this contract properly executed by both Agency and Contractor.

E. Notwithstanding any other provision of this contract, Contractor shall not use or pay any consultant in the conduct of this contract project if the services to be rendered by any such consultant can be provided by Contractor's employees. Contractor shall, before retaining, contracting with, or incurring any obligation to pay any consultant to be paid more than $200 in any one day or $1000 in total during the contract project, identify each such consultant in writing to Agency by name, address, Social Security or Employee Identification number, qualifications, need for and proposed use of such consultant's services; and Contractor shall not, except as may be otherwise provided for in this contract, retain, contract with or incur any obligation to pay any such consultant without the prior written approval of the Commissioner of Education of Agency or his designee.

The signature on the General Information page indicates acceptance of these assurances

F. Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for audit, by Agency and by others authorized by law or regulation to make such an audit, for a period of not less than five years from the later of the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract.

G. All materials, conceptions and products produced or conceived by Contractor, its employees, agents, consultants or subcontractors during or arising out of the contract project shall be the sole property of Agency, and Agency shall have the exclusive right to copyright and patent these materials, conceptions and products, subject to applicable law. Contractor shall so bind all concerned.

H. If Contractor, in Agency's sole determination, fails or refuses for any reason to perform its obligations under this contract, Agency may impose such sanctions as it may deem appropriate, including but not limited to the withholding of payments to Contractor until Contractor complies, the cancellation, termination or suspension of this contract in whole or in part, and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.

I. If this contract is cancelled, terminated or suspended by Agency prior to its expiration date, the monetary value of services properly performed by Contractor pursuant to this contract shall be determined by Agency and paid to Contractor as soon as reasonably possible.

J. If Agency reasonably determines, that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency shall obtain such money from Contractor by any means permitted by law, including but not limited to setoff and counterclaim against any money otherwise due to Contractor by Agency.

K. In the event of loss, damage or destruction of any property of Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to setoff and counterclaim against any money otherwise due to Contractor by Agency.

The signature on the General Information page indicates acceptance of these assurances

L. In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education policies, procedures, rules and regulations pertaining to this contract and the contract project, and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. All recourse by Agency or Contractor to judicial action arising out of this contract shall be to the courts of the State of Texas to the exclusion of all other judicial processes. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.

M. The control of funds and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this application, and that public agency will administer such property and funds and apply them only for the purposes for which they are granted.

N. The programs under this application and the regular school programs have been planned and budgeted to assure that federal funds will supplement and not supplant regular non-federal funds.

O. A grantee that receives federal funds shall be subject to and shall abide by all Federal laws, rules and regulations pertaining to the contract project, including but not limited to Title VI of the Civil Rights Act of 1964, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in Part 100 of Title 34, Code of Federal Regulations; Title IX of the Education Amendments of 1972, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in Part 106 of Title 34, Code of Federal Regulations, if Contractor is an educational institution; Section 504 of the Rehabilitation Act of 1973, as amended (nondiscrimination on the basis of handicap), and the regulations effectuating its provisions contained in Part 104 of Title 34, Code of Federal Regulations; the Age Discrimination Act of 1975, as amended (prohibition of discrimination on account of age), and the regulations effectuating its provisions contained in Part 90 of Title 45 Code of Federal Regulations; and the Family Educational Rights and Privacy Act of 1974, as amended, and any regulations issued thereunder, if Contractor is an educational institution. Contractor shall timely make and file with the proper authorities all forms, including Assurance of Compliance (HEW 441), assurances and reports required by the foregoing laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.

The signature on the General Information page indicates acceptance of these assurances

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

Co.-Dist. No. _____

Project/Program Year 1982-83
SCHEDULE #2 - Provisions and Assurances

Project No. Assigned by TEA _____

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER OF THE FOLLOWING STATEMENTS:

I. General Objectives - Education Consolidation Improvement Act of 1981

The applicant agency, in accordance with the principles, standards and procedures for the accreditation of school districts shall establish and periodically (at least once a year) examine and adjust objectives for each of the programs implemented through this application. The applicant agency shall develop educational objectives for ECIA Chapter 1 Regular and Migrant, Chapter 2, ECIA Chapter 1 - Migrant Enrichment, State Bilingual Education and State ESL programs and afford access thereto as the Texas Education Agency may find necessary to assure adequacy of programs for special populations. The objectives shall be specific in order to measure individual and group progress toward the following ultimate goals:

A. ECIA Chapter 1 Regular and Migrant, Chapter 2

(a) Improving compensatory student academic performance up to district level

(b) Lowering the compensatory student dropout rate to the district dropout rate.

B. ECIA Chapter 1 - Migrant - Enrichment

If applicable, meet the enrichment, gifted and talented needs of eligible migrant students.

C. State Bilingual/ESL

Improving Bilingual/ESL students performance to meet exit level criteria.

II. Relating to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981

1. APPLICABLE TO CHAPTER 1 REGULAR AND MIGRANT

A. Staff development activities will be related specifically to Chapter 1 program components and activities.

B. Information relating to current and past Chapter 1 Applications, documents and records relating to the planning, development, operation, and evaluation of Chapter 1 programs and other documents and records containing information necessary for comprehensive planning or evaluation of the compensatory education program, past and present, is available to parents and to the general public for inspection, or for reproduction at a reasonable charge.

C. The district will make reports to the Texas Education Agency, in such forms and containing such information, as may be reasonably necessary to enable the Texas Education Agency to perform its duties under this chapter, including information relating to the fiscal accountability of funds received under this chapter, the educational achievement of students participating in programs conducted under

this chapter, and will keep such records and afford such access thereto as the Texas Education Agency may find necessary to assure the correctness and verification of such reports.

D. For personnel whose salaries are pro-rated between or among different funding sources, records will be maintained that will confirm the services provided within each funding source according to the proration of salary.

E. To the extent consistent with the number of educationally deprived children in the local education agency who are enrolled in private elementary and secondary schools, such agency shall make provisions for including special educational services and arrangements in which such children can participate. Expenditures for educational services and arrangements for educationally deprived children and eligible migrant students in private schools shall be equal (taking into account the number of students to be served and the special educational needs of such students) to expenditures for students enrolled in the public schools of the local education agency.

F. The amounts of non-Federal funds expended for free public education in schools where Chapter 1 activities are located will be maintained at least at the same level as they would have been maintained if no federal program funds had been approved for those schools.

G. A method of coordination of instruction between the Chapter 1 program and the regular school program will be developed and implemented.

H. Any private school with pupils eligible to receive services or use of equipment and materials as stipulated by applicable Federal Acts will file an Assurance of Compliance with the Civil Rights Act of 1964 (HEW 441) with the district before such services and materials will be provided.

I. This local education agency and private schools participating in Chapter 1 will be in compliance with Title IX of the Education Amendments of 1972, as amended, and all rules and regulations issued pursuant thereto.

J. The district will comply with the provisions of the "Family Rights and Privacy Act of 1974" under Section 513.(a) of Public Law 93-380, 93rd Congress, as amended, on protection of the rights and privacy of parents and students.

K. If approval is requested for paraprofessional or non-professional positions such as teacher aides, library aides, nurse's aides, attendance aides, licensed vocational nurses, etc., these personnel will be assigned to work under the direct supervision of professional personnel who have a degree and meet all certification requirements or accreditation standards for their assignment. If approval is requested for a nurse's aide or licensed vocational nurse (LVN), this paraprofessional will be under direct supervision of a district employed registered nurse or a statement will be provided from a medical doctor or a registered nurse certifying that this paraprofessional will be under the direct supervision of such certified medical personnel.

The signature on the General Information page indicates acceptance of these assurances

L. Supplemental programs operated under this chapter will be designed and implemented in consultation with parents and teachers of participating students.

M. The district will conduct an annual evaluation of all programs assisted with Chapter 1 funds and will use the findings of this and other evaluations in modifying or improving the program. A rationale for continuation or modification of the current instructional programs shall be based upon analysis of the following factors: (a) Achievement of student outcome objectives, (b) relationship of student needs and staff competencies to student achievement, (c) relationship of implementation strategies to student achievement, and (d) relationship of student needs and staff competencies to program implementation strategies. Evidence of utilization of evaluation results will be retained within the district and made available to monitors on request.

The signature on the General Information page indicates acceptance of these assurances

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

Co.-Dist. No. _____

Project/Program Year 1982-83
SCHEDULE # 2 - Provisions & Assurances

Project No. Assigned by TEA _____

2. APPLICABLE TO CHAPTER 1 REGULAR ONLY

A. These Chapter 1 funds will be expended to provide supplementary activities and services for meeting the special educational needs of educationally deprived students having the greatest need for special assistance who reside in public school attendance areas having high concentrations of children from low income families as set forth in this application.

B. Records will be maintained to accurately document numbers of students meeting criteria of educational disadvantagedness and numbers of children from low income families.

C. If construction or remodeling is approved, the district will comply (a) with the provisions of the Department of Health, Education, and Welfare Technical Handbook for Facilities Engineering and Construction Manual (A copy of which is forwarded to each district when wage rates are provided pertinent to an approved Chapter 1 Construction or Remodeling Project) and (b) with all requirements set forth in the Texas Education Agency "Construction and/or Remodeling Support Schedule" as approved for the district.

D. Among campuses, served under Chapter 1, funds will be allocated for instructional services, and supporting services where applicable, on the basis of the number and the needs of the educationally deprived children to be served on each campus and the related costs of the Chapter 1 programs to be implemented.

E. Assurances regarding Comparability of Services under Chapter 1:

(1) The local education agency will utilize State and local funds in the district to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds under this chapter. Where all school attendance areas in the district are designated as project areas, the district will utilize State and local funds to provide services which, taken as a whole, are substantially comparable in each project area. (Not applicable for single attendance area districts.)

(2) The local education agency has established:

(a) a districtwide salary schedule;
(b) a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; and
(c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

The signature on the General Information page indicates acceptance of these assurances

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

Co.-Dist. No.

Project/Program Year 1982-83
SCHEDULE #2 - Provisions & Assurances

Project No. Assigned by TEA

3. APPLICABLE TO CHAPTER 1 MIGRANT ONLY

A. All encumbrances and expenditures relative to the 1982-83 (FY 1983) Chapter 1 Migrant program will be placed or incurred on/or after the effective date of this application or July 1, 1982, whichever is later and in accordance with the approved budget, supporting schedules and budget description.

B. No encumbrances will be placed or expenditures incurred against the 1982-83 (FY 1983) Title I Migrant program after the program terminates. The program will terminate on the day before inservice for teachers begins for the ensuing 1983-84 school year. Any unobligated Chapter 1 Migrant funds as of this date will be promptly released to the Texas Education Agency for reallocation.

C. Title I Migrant funds approved for Migrant Projects will be expended for the purpose of providing supplementary expanded and enriched educational programs for identified children of migrant laborers as set forth in this application and according to priorities based upon need.

D. Records will be maintained to accurately document numbers of migrant children. The local education agency will participate fully in the utilization of the Skills Information System through assessment and recordkeeping of the academic skills of all currently migratory children as required by law through the Migrant Student Record Transfer System (MSRTS). The applicant agency will implement the District MSRTS Component provided by the Division of Migrant Education

E. Consideration has been given, in the development of this application, to any benefits available through other public and private agencies and that would contribute toward meeting the special educational needs of migrant children. Consideration is also given where suggestions and offers of assistance are timely made by such agencies that may aid in carrying out or making more effective the program or project for which application is made.

The signature on the General Information page indicates acceptance of these assurances

III. Relating to programs funded under Chapter 2 of the Education Consolidation and Improvement Act of 1981

A. Programs operated under this chapter provide for systematic consultation with parents of children attending elementary and secondary schools in the area served by the local education agency, with teachers and administrative personnel in such schools, and with other groups as may be deemed appropriate by the local education agency in the design, planning, and implementation of such programs.

B. To the extent consistent with the number of children in the school district of a local educational agency which is eligible to receive funds under this chapter or which serves the area in which a program or project assisted under this chapter is located who are enrolled in private non-profit elementary and secondary schools, or with respect to instructional or personnel training programs funded by the State educational agency from funds reserved for State use under Section 565, such agency after consultation with appropriate private school officials, shall provide for the benefit of such children in such schools secular, neutral, and nonideological services, materials, and equipment including the participation of the teachers of such children (and other educational personnel serving such children) in training programs, and the repair, minor remodeling or construction of public facilities as may be necessary for their provision or, if such service, materials, and equipment are not feasible or necessary in one or more such private schools as determined by the local educational agency after consultation with the appropriate private school officials, shall provide such other arrangements as will assure equitable participation of such children in the purposes and benefits of this chapter.

C. Expenditures for programs pursuant to Item B (Above) shall be equal (consistent with the number of children to be served) to expenditures for programs under this chapter for children enrolled in the public shcools of the local educational agency, taking into account the needs of the individual children and other factors which related to such expenditures, and when funds available to a local educational agency under this chapter are used to concentrate programs or projects on a particular group, attendance area, or grade or age level, children enrolled in private schools who are included within the group, attendance area, or grade or age level selected for such concentration shall, after consultation with the appropriate private school officials, be assured equitable participation in the purposes and benefits of such programs or projects.

D. Procedures will be developed and implemented for an annual evaluation of the effectiveness of programs assisted under Chapter 2. These evaluations shall include the following: (a) effectiveness of programs assisted by Chapter 2 funds, (b) the level of funding and effectiveness of programs prior to and subsequent to block grants, and (c) determining if assessed needs in each area are being met. Upon request, the results of these evaluations will be submitted to the Texas Education Agency.

The signature on the General Information page indicates acceptance of these assurances

IV. Relating to programs funded under TAC, Title 19, Part II, Chapter 77, Sub-Chapter R

A. A minimum of twenty-five percent (25%) of the allocation for Bilingual/English as a Second Language Programs will be expended on staff development activities appropriate to the implementation of the respective programs.

B. All State Bilingual and ESL funds (including unexpended balances from the prior year) will be expended for eligible program activities for the purposes approved.

C. Students enrolled in bilingual education, ESL, or other language programs shall be insured a meaningful opportunity to participate fully with other students in all extracurricular activities.

D. Cultural components of bilingual education or other language programs shall be an integral part of the total curriculum and not a separate subject area. It shall address the history and culture associates with the primary language of the student and the history and culture of the United States.

E. For each student exited from bilingual education or ESL programs, the LPAC committee shall conduct follow up studies for two years and prescribe appropriate programs if needed.

F. Bilingual education and special language programs shall be located in regular public schools instead of separate facilities and students shall be placed in classes with other students of approximately the same age level and educational attainment.

G. Bilingual/ESL programs must be evaluated annually. The annual evaluation should include testing in the students language of instruction using, as appropriate, achievement and/or criterion-referenced tests, and other information. Results of these evaluations must be considered in determining what changes, if any, are to be made in the required curriculum for LEP students. Evidence of utilization of evaluation results will be retained within the district and made available to monitors on request.

The signature on the General Information page indicates acceptance of these assurances

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

Co.-Dist. No. _____

Date Submitted _____

Program or Component Evaluation Testing Plan

FUNDING SOURCE: Chapter 1—Regular ☐ Migrant ☐

COMPONENT TITLE: _____

CONTENT AREA: Reading ☐ Mathematics ☐

Evaluation Design (limit to one page)

Districts assigned to Cycle I are required to report test data from three testing periods to the Texas Education Agency in August 1984. Cycle I districts only must complete this schedule and submit by July 1, 1982.

CYCLE I DISTRICTS COMPLETE THE TABLE BELOW.
Identify the tests to be used to evaluate the programs and the dates of testing.

GRADE LEVEL	SCHOOL YEAR—1982-83				SUSTAINED EFFECTS TEST	
	Test 1 (Pretest)		Test 2 (Posttest)		School Year 1983-84	
	Date of Testing	Test *	Date of Testing	Test *	Date of Testing	Test *
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

*See test code in instructions.

By July 1, 1982 return to:
Texas Education Agency
Division of Program Evaluation
201 East Eleventh Street
Austin, Texas 78701

244

SAS-201

SAS

STANDARD APPLICATION SYSTEM

Instructions and Guidelines for Applications

Special Populations Programs

Project/Program Year 1982-83

Texas Education Agency

May 1982

INSTRUCTIONAL IMPROVEMENT IN BASIC SKILLS

The improvement of student performance in basic skills consisting of mathematics, reading and writing, has long been a concern of parents, educators, and public policy bodies in Texas and nationwide. Some students satisfactorily acquire these basic skills through the regular instructional program. Other students--educationally disadvantaged, migrant, and limited English proficient, have more difficulty and require special assistance and support. Under school accreditation standards, every school district in Texas is expected to have in place a comprehensive clearly defined program of instruction which enables all students to master the basic skills.

In recent years, a number of special programs have been authorized by state and Federal legislation. The Standard Application System for Special Populations includes programs funded through the Education Consolidation and Improvement Act, Chapter 1 Regular and Migrant and Chapter 2 Consolidated and Block Grants, and Bilingual and English as a Second Language state funded programs. Each of these special programs is intended to give support to students who are experiencing difficulties in the regular instructional program. To this end, it is essential that curriculum offerings and instructional services in both regular and special programs be fully coordinated and targeted upon a single curriculum, regardless of the content area addressed or the language used for instruction.

Because of the complexity involved in administering multiple programs, seemingly contradictory guidelines of the various programs, and the subsequent separate application requirements, many districts have experienced a great deal of difficulty in seeing the whole picture--the district's entire instructional program rather than isolated, fragemented parts. The format of the Standard Application has been designed to reduce these problems, assisting districts to conceptualize a district's program as a comprehensive whole.

Needs Assessment

An annual needs assessment is required to identify the areas in which supplementary instructional services are to be provided. The initial step in identifying the areas to be addressed by special programs should be derived from analysis of information already available in the district. The needs assessment should utilize all evaluative information from prior years and should not require additional collection of data about the performance of students. Sources of information include, but are not limited to, the self-study conducted once every five years as a part of the Accreditation Planning Process, the districtwide evaluation of programs which is conducted annually to determine the Texas Assessment of Basic Skills (TABS) results for grades 3, 5, and 9, and special programs evaluations (Title I, etc.). Processes and procedures used in implementing prior year programs should be carefully analyzed to identify those activities which were ineffective. Opinions of regular classroom teachers, special program instructional staff, and campus level administrative staff should be elicited. Both product and process evaluation findings for decision making by the district's administrative team should be organized in a way that is readily comprehensible. The administrative team should be composed of representatives from central office, special program, and campus level staff.

All such information should be reviewed carefully to identify the students whose academic performance is below district expectations in each of the basic skill areas at each grade level. Once basic skill need areas have been identified and priorities for services established, the eligibility criteria for participation in each of the special programs should be determined, as well as the number of students on each campus who meet the eligibility requirements for each of the special programs.

Classroom Instruction

The programmatic aspects of the application reflect the basic characteristics of educational programs which have been effective in producing the desired levels of student achievement. Program implementation should be directed toward systematic planning and implementation of instruction using a "team" approach. The "team", comprised of the student's regular classroom teacher and special program instructional staff, work cooperatively to:

- determine the actual instructional level for eligible students as opposed to student's designated grade level;
- identify specific skill needs of eligible students at the student's instructional level;
- design and implement instructional plans based on identified instructional levels and skill needs of eligible students; and
- adapt/modify instruction based on a continuous assessment of the student's progress.

The regular classroom teacher should be the person responsible for the total educational program of each student in his or her class. This teacher should ensure that all instruction given to each student is consistent, well-coordinated, and mutually supportive of the district's identified curriculum for all students.

Administrative Leadership

The unique characteristics of individual campuses must be taken into consideration in designing the programmatic aspects of special programs. Central office, special program and campus administrators should function as team members to ensure consistency and continuity in the planning operation and evaluation of the district's instructional program. The campus principal serves a key role in facilitating the coordination of planning and instruction between the classroom teacher and special program instructional staff.

Interpreting the district's instructional policies and ensuring that instructional staff at all levels possess the competencies required for effective implementation of the instructional program is also the domain of the campus principal.

Staff Development

Competency based staff development/inservice activities designed to increase the skills of instructional and/or administrative staff in implementing the instructional program(s) may be provided using funds included in the Standard Application. Use of these funds must be consistent with the guidelines for the various programs. Staff development outcomes for each of the basic skill content areas have been identified by the Agency and are attached. Districts are encouraged to assess staff needs in terms of competencies required and actual staff performance. Following staff development, an evaluation should be conducted to determine if the needed competencies were obtained.

Evaluation

The purpose of evaluation is to determine the extent students are accomplishing the objectives of the instructional program. A comprehensive evaluation plan for the district should address four major areas: (1) the performance of students (product evaluation), (2) the manner in which programs are implemented (process evaluation), (3) the characteristics of the staff and students, and (4) the costs of the program(s).

An area which has been especially problematic in the past has been that of student testing. A testing plan should be developed for the entire district which ensures that all special requirements for program evaluation can be met within the context of the district's overall testing plan. All of the district's purposes for testing and instruments used for testing should be reviewed. The outgrowth should be a plan which minimizes student testing and eliminates duplication of tests administered.

Information about student performance is necessary to accomplish the following:

- Identify limited English proficient students
- Determine appropriate placement for instructional (functional levels)

- Identify specific skill needs within an identified instructional level
- Select students for compensatory education programs such as Chapter 1 Regular and State Compensatory Education
- Identify handicapped students
- Evaluate the total instructional program (for reporting to the board and for the annual update for the district's Five-Year Plan)
- Evaluate special programs such as Chapter 1 Regular and Migrant, Bilingual, and Gifted and Talented.
- Other

To determine accomplishment of the district's learner objectives (skills continuum, etc.), the district should obtain or develop assessment instruments which most nearly measure the district's instructional program. The criteria for selecting these instruments should be based upon the degree of correlation between items tested and the district's skills continuum in each content area at each grade level.

Reporting Evaluation Results

Improved student performance in the basic skill areas should occur when special resources are used to supplement the district's instructional programs. Evidence of student gains during a designated school year, and sustained performance during the following year, will be required from every district receiving Chapter 1 funds, both Regular and Migrant. Each district has been assigned a reporting date by the Texas Education Agency, at which time three test scores, as well as descriptive data about services provided, will be submitted to the Division of Program Evaluation, Texas Education Agency. These scores should reflect the performance of all students receiving supplementary instruction with Chapter 1 funds, expressed in percentile ranks, during a single school year program (1982-83, Cycle 1 or 1983-84, Cycle 2) and the sustained effectiveness of the instructional services into the succeeding school year (either 1983-84, Cycle 1 or 1984-85, Cycle 2).

Planning for this reporting requirement and collection of the required test data should be undertaken using the district's on-going testing progam as a point of departure. Every effort should be made to avoid unnecessary testing.

Although a district is not required to submit an evaluation report to the Texas Education Agency annually, an annual evaluation must be conducted to determine if Chapter 1 funded services and bilingual/ESL programs should be continued or modified. Results or findings are to be retained in the district. The annual evaluation should be planned to examine the four areas previously discussed (product, process, staff and student characteristics, and costs).

Technical Assistance for Improving Basic Skills Instruction

The publication Planning and Managing Instruction in Basic Skills was developed by the Texas Education Agency to assist those school districts whose students have not achieved at the district's expected performance level. Additionally, it may be useful to districts whose students are performing at a satisfactory level but who are seeking assistance in developing a single coordinated plan of instruction. A copy of Planning and Managing Instruction in Basic Skills may be obtained by contacting the education service center in each region or the Texas Education Agency, Office of Planning and Research. Technical assistance and inservice training programs are also available from the education service centers.

General Instructions.

COOPERATIVE PROJECTS: SUBMIT A SEPARATE SCHEDULE #10 FOR EACH MEMBER DISTRICT.

Complete Schedule #10 to indicate Chapter 1 and Bilingual/ESL program design, relative to the LEA foundation program basic skills subject areas.

IN LEAs WITH MULTIPLE PROGRAMS, DO NOT ATTEMPT TO IDENTIFY ALL VARIABLES. LIST THE EXTREMES ONLY - FEWEST/MOST, SHORTEST/LONGEST, SMALLEST/LARGEST AS APPLICABLE.

Specific Instructions.

COLUMN (A) - Column (A) identifies the LEA's foundation program basic skills areas. No entry is required in this column, except for "OTHER". If the LEA offers a SUBJECT AREA not listed here, enter the title in the space provided.

COLUMN (B) - Place an "X" in the appropriate box or boxes to indicate the LANGUAGE OF INSTRUCTION used to teach the SUBJECT AREA in the corresponding Column (A).

COLUMNS (C), (D) AND (E) - From the list of supplementary INSTRUCTIONAL DESIGNS, select the appropriate design(s) to be used for Chapter 1 and Bilingual/ESL programs. Enter the LETTER corresponding to that design in the appropriate space.

NOTE: If a box is checked in Column B, a supplementary instructional design MUST be shown in the corresponding Columns (C), (D) and/or (E). More than one instructional design may be listed for multiple programs.

COLUMNS (F), (G) AND (H) - Enter the anticipated number of supplementary instructional periods PER WEEK a student will receive in the Chapter 1 and/or Bilingual/ESL programs in the corresponding LANGUAGE OF INSTRUCTION checked in Column (B).

NOTE: If multiple programs are offered in Chapter 1 and/or Bilingual/ESL activities, indicate the fewest/most supplementary instructional periods a student would receive each week. Example: An extensive Chapter 1 program could have many instructional designs; those requiring 5 periods a week, 7 periods a week, and 10 periods a week. Show this as: 5/10, in the appropriate column.

COLUMNS (I), (J) AND (K) - Enter the anticipated length (in minutes) of the supplementary instructional periods entered in Columns (F), (G) and/or (H). For multiple programs, enter the shortest/longest (in minutes) periods, e.g., 20/55, in the appropriate column.

COLUMNS (L), (M) AND (N) - Enter the student/instructor ratio for the supplementary instructional periods entered in Columns (F), (G) and/or (H). For multiple programs, enter the smallest/largest ratios, e.g., 1:5/1:22, in the appropriate column. BE SURE TO INCLUDE TEACHERS AND AIDES WHEN COMPUTING RATIOS.

SUPPLEMENTARY INSTRUCTIONAL DESIGNS

A. Eligible students will be served in a Resource Classroom by a certified teacher.

B. Eligible students will be served in a Resource Classroom by a certified teacher and an aide.

C. Eligible students will be served by a certified itinerant teacher in the foundation classroom.

D. Eligible students will be served by an instructional aide in the foundation classroom under the direct supervision of a certified teacher.

E. Eligible students will attend a _____ lab.

F. Matching teachers will be used.

G. Tutors will be used.

H. Others (specify): give a brief summary of the design which will be implemented.

_____

_____

_____

_____

_____

_____

SCHEDULE #11 - Program Implementation

General Instructions.

COOPERATIVE PROJECTS: SUBMIT A SEPARATE SCHEDULE #11 FOR EACH MEMBER DISTRICT.

Complete a Schedule #11 to indicate the methods and procedures to be used in developing the overall instructional program and the objectives to be achieved in administrative and instructional staff development activities. IF THE LEA WILL IMPLEMENT ANY COMPONENT NOT LISTED, SPECIFY THAT COMPONENT IN THE SPACE PROVIDED IN THE "OTHER" COLUMN.

Specific Instructions.

A. INSTRUCTIONAL PLACEMENT - Indicate which method, or combination of methods, listed in the center column will be used for INSTRUCTIONAL PLACEMENT (functional level) of students in the appropriate components by placing an "X" where applicable. IF AN "X" IS PLACED OPPOSITE "OTHER", SPECIFY THAT METHOD.

NOTE: Standardized achievement tests are not appropriate for placement.

B. IDENTIFICATION OF SPECIFIC SKILL NEEDS - Indicate which method, or combination of methods, listed in the center column will be used to identify the SPECIFIC SKILL NEEDS of students in the appropriate components by placing an "X" where applicable. IF AN "X" IS PLACED OPPOSITE "OTHER DIAGNOSTIC ASSESSMENT", SPECIFY THAT METHOD.

C. SYSTEMATIC SKILL DEVELOPMENT - Indicate which method, or combination of methods, listed in the center column will be used to assure the SYSTEMATIC SKILL DEVELOPMENT of students in the appropriate components by placing an "X" where applicable. IF AN "X" IS PLACED OPPOSITE "OTHER", SPECIFY THAT METHOD.

D. EDUCATIONAL CONTINUITY - Indicate which method, or combination of methods, listed in the center column will be used to assure the EDUCATIONAL CONTINUITY of students in the appropriate components by placing an "X" where applicable. IF AN "X" IS PLACED OPPOSITE "OTHER", SPECIFY THAT METHOD.

E. STAFF DEVELOPMENT - REFER TO THE LIST OF STAFF DEVELOPMENT OBJECTIVES. Select the appropriate OBJECTIVES applicable to the TRAINING AREAS listed on Schedule #11. Enter the number or numbers, corresponding to the applicable OBJECTIVE(S) opposite the TRAINING AREA and under the language of instruction - ENGLISH, BILINGUAL, or ESL.

NOTE: THE LANGUAGE OF INSTRUCTION REFERES TO THE LANGUAGE USED TO TEACH THE SUBJECT AREA, NOT THE LANGUAGE TO BE USED IN STAFF DEVELOPMENT ACTIVITIES.

STAFF DEVELOPMENT OBJECTIVES LISTED SHOULD BE DIRECTLY RELATED TO THE INSTRUCTIONAL ACTIVITIES PROVIDED BY THE CHAPTER 1 AND BILINGUAL/ESL PROGRAMS. THIS TRAINING MUST BE COORDINATED WITH OTHER LEA STAFF DEVELOPMENT ACTIVITIES, WITH REGARD TO PROGRAM AND CONTENT.

STAFF DEVELOPMENT OBJECTIVES

Instructional Leadership

Instructional leaders (local, state, or federally funded), such as superintendents, assistant superintendents, program directors/coordinators, program supervisors, counselors and campus principals responsible for curriculum/program development and/or instructional management will be able to:

1. identify the management strategies which impact effective classroom instruction
2. identify the processes for developing and implementing a comprehensive skills continuum
3. identify a process for on-going assessment of student performance which includes evaluating and strenghtening the effectiveness of instructional programs
4. identify an effective instructional delivery system which encompasses and promotes coordination between the regular and special programs staff
5. identify a systematic process for coordinating a staff development program at the campus and/or district level based upon identified student, staff, and program needs.

General Education (Regular and Bilingual), State Compensatory, Title I Regular and Migrant, Title VII Bilingual, and Special Education teachers assigned responsibility for instruction in the following areas will be able to:

Reading

6. interpret the English and Spanish language proficiency tests adopted by their district
7. analyze informal reading inventory and criterion-referenced test information to develop an individual, and campus instructional plan
8. analyze a class profile and develop an instructional management plan
9. analyze the district's skills continuum to identify the levels at which essential reading objectives are addressed
10. analyze the sequence of skills in the basal text(s) adopted by the district to identify the levels at which the skills are addressed on the district's skills continuum
11. develop and present individual and group teaching strategies to supplement instruction for essential reading objectives.

Reading in the Content Area

12. determine the suitability of content textbooks for individual students by administering, scoring, and interpreting a Cloze test
13. identify factors that contribute to the complexity of a text
14. develop and present strategies which could be used to reconcile text difficulty
15. identify skills that students must apply in extracting ideas from the printed page

16. analyze a content area textbook used by the participant to identify which textual aids are present

17. identify activities in which skimming and scanning could be used effectively by students

18 develop lesson plans for content areas using appropriate reading methodology.

Mathematics

19. construct, administer, score and interpret a diagnostic test based on the district's skills continuum

20. analyze diagnostic test and criterion-referenced test information to develop an individual and class instructional plan

21. analyze a class profile and develop an instructional management plan

22. identify skill-specific materials (at least one using concrete materials) for essential mathematics objectives

23. analyze the district's skills continuum to identify levels at which the skills are addressed on the district's skills continuum

24. develop and present teaching strategies to supplement instruction for essential mathematics objectives.

Writing Composition

25. analyze samples of students' writing to determine major strengths and weaknesses and suggest how each of those strengths/weaknesses could be addressed instructionally

26. identify several ways in which oral language facility can be informally addressed to provide information which may influence a student's willingness and/or ability to write

27. describe the major stages of the writing process: prewriting, writing, rewriting, and editing

28. describe what is meant by "attention to purpose and audience;" list and describe the purposes for writing; list a variety of audiences to whom students may address their writing

29. create a writing assignment, indicating the age of the student for whom it it designed which conveys the purpose for the piece of writing, the audience for whom it is written, the mode of organization expected, and the form to be used (e.g. letter, poem, story, report, etc.)

30. list the steps to be followed in teaching a writing assignment, from initial motivation through presentation of the product to an audience

31. develop and/or use a method for evaluating a student's writing sample (such as focused holistic scoring. Include features relating to purpose, audience, and mode of organization.)

32. describe how the conventions of writing (spelling, capitalization, punctuation, usage) English grammar, and handwriting can be taught so that they are perceived by students as aids to clear communication rather than as ends in themselves.

33. describe how writing can be taught or reinforced in areas of the curriculum other than English language arts

34. establish criteria for evaluating student performance.

Page 9

COLUMN (F) - Lines 1 through 8, enter the line 10 (total) whole dollar amounts budgeted from BILINGUAL, FY 1983 columns on schedules #3B, 3C, 3D, 3E, 3G and line 05 of Schedules #3F, as applicable.

Line 9: leave blank

Line 10: Enter same amount as line 8.

COLUMN (G) - Follow instructions shown for COLUMN (F) above, but enter amounts budgeted from ESL, FY 1983 funds.

Page 27

For Dual Language Programs checked in COLUMN (B) for each of the six subject areas, add:

COLUMNS (C), (D) AND (E) - Enter letter corresponding to appropriate design for primary language, enter a comma, and follow with the letter for ESL.

COLUMNS (F), (G) AND (H) - Enter the number of periods per week a student will receive instruction in the primary language, enter a comma, and follow with the number of periods for ESL.

COLUMNS (I), (J) AND (K) - Enter the length of time for instructional periods a student will receive instruction in the primary language, enter a comma, and follow with the length of time for ESL.

COLUMNS (L), (M) AND (N) - Enter the student/TEACHER ONLY ratio for primary language instruction, enter a comma, and follow with the student/TEACHER ONLY ratio for ESL.

Page 28

After item H., add:

INSTRUCTIONAL DESIGNS FOR BILINGUAL EDUCATION

I. Eligible students will be served in a self-contained classroom by a certified teacher.

J. Eligible students will be served in a team-teaching situation by a certified teacher.

Note: Designs A and B above are also acceptable if the certified teacher (or teacher on permit) provides primary language instruction and ESL and the cooperating foundation teachers receive ESL training.

Page 35

Correction:

A SCHEDULE #14 IS REQUIRED FOR ALL CAMPUSES 258

For Chapter I, Regular, Evaluation:

- Disregard pages 36 and 37
- Use the Evaluation Form on page 30 of the SAS Forms section to identify tests used and dates of testing.
- There is no need to send test data to TEA as originally planned. Instead, it is recommended that this testing be worked into the annual evaluation plan.
- Normed-referenced or criterion-referenced tests may be used depending on need.

For Chapter I, Migrant, Evaluation:

- Delete last sentence of first paragraph on page 36 of Instructions and Guidelines. At this time, Title I Migrant must follow pages 36 and 37 of the Instructions and use the form on page 30 of the SAS forms section.

Page 30 SAS Forms Section

Disregard box in lower left corner. For Chapter I, Regular, and Chapter I, Migrant, return this form with the SAS Application to the Division of Compensatory Education as indicated on page 1 of the SAS-201 forms package.

PLEASE SUBMIT AN ORIGINAL AND 3 COPIES

STATE DEPARTMENT OF EDUCATION
DIVISION OF FEDERAL ASSISTANCE
Montpelier, Vermont 05602

PROJECT NUMBER

_____

_____

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT

CHAPTER I

GRANT APPLICATION
PART I

Superintendent: _____ Telephone Number: _____

Supervisory Union/District: _____

Mailing Address: _____

Bookkeeper: _____ Telephone Number: _____

Program Director: _____ Telephone Number: _____

** CERTIFICATION OF ADMINISTRATIVE AND FISCAL AGENCY **

The supervisory union/district board has authorized me to submit this ECIA Chapter I grant application, to accept the grant, and to administer the program. The applicant agency continues to subscribe to the conditions in previously submitted statement of assurances on compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975, and with the assurances on the page that follows.

_____ _____
Signature, Superintendent Date

ASSURANCES

The applicant hereby assures compliance with the regulations and requirement as they relate to the application and the acceptance and use of federal funds for this project. The Applicant also assures the following:

1. that it possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body authorizing the filing of the application and authorizing the person identified as the official representative to act in connection with the application;

2. that it will comply with the provisions of Chapter I of the Education Consolidation and Improvement Act which provides for:

   a. the participation of children enrolled in private, approved non-profit elementary and secondary schools on an equitable basis.

   b. that the funds received under this Chapter are to be used only to supplement local and state programs. In no case will such funds be used to supplant funds from non-federal sources.

3. that it will keep such records and provide such information to the state education agency as reasonably may be required for fiscal audit and program evaluation;

4. that it will allocate all funds received under this Chapter throughout the participating schools within the superintendency on the basis of the annual determination of student needs and that the children with the greatest need will be selected to participate.

5. that the evaluation of the programs under this Chapter shall include objective measurements of educational achievement in reading, mathematics, and/or language arts.

6. that it will provide for systematic consultation with parents of children attending elementary and secondary schools, with teachers and administrative personnel and with other groups as may be deemed appropriate by the applicant agency; and

7. that it will allocate and use the funds made available under Chapter I only for the purposes of this Chapter in accordance with Sec. 556 of ECIA and with the application submitted to and approved by the state education agency.

8. that either the combined fiscal effort per student or the aggregate expenditures in each school district for the preceding fiscal year was not less than 90 per cent of the second preceding fiscal year.

CERTIFICATION for PARTICIPATION in COOPERATIVE PROJECT

This is to certify that representatives of the following named school districts:

_____ _____

_____ _____

_____ _____

_____ _____

have voted at a meeting of the _____ Supervisory School Union Board to authorize said supervisory union to accept grants, to administer ECIA Chapter I and to act as the representative of said local education agencies.

Date of Meeting: _____

POLICY STATEMENT ON COMPARABILITY OF SERVICES

Applies to: Southwest Vermont (Bennington), St. Johnsbury; Colchester, Chittenden East (Mount Mansfield Union) Burlington, South Burlington, Orleans Essex North (Newport), Rutland City, Barre City, Windham Southeast (Brattleboro, Hartford and Springfield.

The applicant school district assures the State of Vermont that it has established a district-wide salary schedule; that it has a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; and that it has a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

_____ _____

Signature, Superintendent Date

Exhibit 73 (page 4 of 23)

PARTICIPATION DATA

DUPLICATED COUNT - Enter the estimated number of pupils to be served in each projec

List all Participating Buildings. Earmark Non-Public Schools (NP) and Schools for Neglected and Delinquent (N&D). (1)	Participating Grade Span (2)	COGNITIVE				RE
		Early Compensatory Ed. (3)	Reading (4)	Math (5)	Language/ Arts (6)	Cou
TOTAL:						

263

Account # Funct. - Obj.	Item Description	EAF	CURRENT	STATE/LOCAL
1000 -	INSTRUCTION			
	100 Salaries			
	200 Benefits			
	300			
	400			
	500			
	600			
		CURRENT		
2000 -	SUPPORTING SERVICES			
2120 -	GUIDANCE			
	100 Salaries			
	200 Benefits			
	500			
	600-800			
OTHER				
2210 -	INSERVICE			
2317 -	ADMINISTRATION			
	100			
	200			
	300 Audit			
	500			
	600-800			
2322	PARENT/TEACHER CONSULTATION ACTIVITIES			
2520 -	FINANCIAL SERVICES			
2550 -	PUPIL TRANSPORTATION			
INDIRECT COST RATE: _____%				
CAPITAL OUTLAY				
	730 Improvements			
	740 Equipment			
TOTAL:		EAF	CURRENT	STATE/LOCAL

PUSH for ACHIEVEMENT in COMPENSATORY EDUCATION

This formula assists the district in meeting program requirements. Chapter 1 ECIA Section 556 (b) (3) "Size, Scope, Quality"

1. Allocation for FY1983..... 1._____

2. 80% of Allocation..... 2._____

3. Budget Function 1000, Objects 100 (including EAF - salaries) and 200 - benefits (Budget Page 5)..... 3._____

4. Amount included on Line 3 must be equal to or greater than the amount recorded on Line 2..... 4.

Meets Criteria	
Yes	No

If "no", give explanation:

_____

_____

_____

_____

_____

_____

5. Divide amount in Line 3 by _____ (This amount is 35% of the average elementary (K-6) per pupil cost of previous year for the district/union. 5._____

6. Total participation using duplicated count for direct Title I instructional services..... 6._____

Do not include support services. This count can be taken from the Participation Data on Page 4.

7. Total on Line 6 must be equal to or greater than amount recorded on Line 5..... 7.

Meets Criteria	
Yes	No

If "no", give explanation:

_____

_____

_____

_____

_____

PROGRAM DESCRIPTION

PROGRAM GOALS

Students served by this program will increase and maintain at a higher level their basic skills in reading, mathematics and/or language arts as measured on a twelve month interval, and

Students will develop a more positive attitude toward themselves and toward learning.

PROGRAM OBJECTIVES

Students served in this program will on the average increase their performance in reading, mathematics, and/or language arts skills by at least 7 N.C.E.s as measured by a standardized test administered in the Fall and Spring of the school year.

PROGRAM EVALUATION

Name the standardized test and/or other assessment procedure(s) for each project in thisprogram (e.g. reading, mathematics, language arts, compensatory early education, counseling).

PROGRAM NARRATIVE

Chapter I ECIA in Section 556 requires that the projects be of "sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special needs of children to be served." Attach a brief description of each project to be operated under this program. Limit the narrative to the length necessary for the Department to understand the size and scope of services. Explain how the project supplements (and not supplants) local and state educational programs. Attach pages as needed.

List a separate budget for each participating non-public school.

Exhibit 73 (page 9 of 23)

Account Number		Item Description	Amount	Acco Subto
Function	Object			

List a separate budget for each participating non-public school.

Exhibit 73 (page 10 of 23)

Account Number		Item Description	Amount	A Su
unction	Object			

269

VERMONT DEPARTMENT OF EDUCATION
Division of Federal Assistance

CHAPTER I ECIA

Part II

PROGRAM DIRECTORS GUIDE

_____
Supervisory Union

_____
Date

Chapter I Program Description For Fiscal Years 1983 - 1985

Complete this guide before beginning Chapter I services. File it locally. DO NOT MAIL IT TO MONTPELIER.

_____
Signature of Person Preparing
This Guide

_____
Date

TABLE OF CONTENTS

Check when completed		Section
	I. Program Planning	
_____	A. Comprehensive Assessment of Needs	1
_____	B. Private School Services	2
_____	C. Program Outcomes	3
_____	D. Parent-Teacher Consultation	4
	II. Program Implementation	
_____	A. Student Selection	5
_____	B. Description of Program Content, Teaching Strategies, Delivery of Services	6
_____	C. Staffing Plan	7
_____	D. Inservice Training	8
	III. Evaluation	
_____	A. Evaluation Design	9
	IV. Dissemination	
_____	A. Dissemination Plan	10
	V. Timeline of Activities	
_____	A. Schedule Completed	11

Exhibit 73 (page 13 of 23)

I PROGRAM PLANNING

A. Comprehensive Assessment of Needs

Standard: The priority of needs of educationally deprived children in the *superintendency were determined in consultation with teachers and parents. The evidence of need and the bases for the assignment of priorities have been documented. The relative needs of preschool, early elementary, later elementary and secondary children have been considered.

*or eligible attendance areas in districts w/target schools.

Procedures for Needs Assessment:

Exhibit 73 (page 14 of 23)

I B. Private School Services (if applicable)

Standard: Educationally deprived children enrolled in private schools will have genuine opportunities to participate in the program on the basis of need as determined by the comprehensive assessment of the needs of all children in the eligible low-income areas. The high priority needs of private school children residing in those areas will be met with services that are comparable in scope and quality to those provided to meet the high priority needs of public school children.

1. Describe procedures for involving private school parents and teachers in program development.

2. List the participating schools.

3. List services to be provided to eligible children in each of the participating private schools.

Exhibit 73 (page 15 of 23)

I C. **Program Outcomes**

Standard: The program is based on clearly stated outcomes and, if executed as planned, will very likely result in reduction of educational deficiency.

Objectives:

Exhibit 73 (page 16 of 23).

I D. Parent-Teacher Consultation

Standard: The program includes planned activities and/or services in which parents and teachers are systematically consulted in the development, implementation and evaluation of services.

In carrying out the provisions of this requirement the district will either

(check one)

☐ Continue its formally organized Parent Advisory Council as described in the FY80 application and summarized below
Name of Chairperson: _____

or

☐ Provide a systematic procedure for the involvement of parents and teachers as described below.

Exhibit 73 (page 17 of 23)

II IMPLEMENTATION

A. Student Selection

Standard: The application shows that the program is designed to meet, in the grades selected in the needs assessment process, a limited number of high priority children whose needs cannot be met through the regular school program or other programs.

Procedures For Student Selection: (Include lists of participating and eligible children)

Exhibit 73 (page 13 of 23)

II B. Program Content, Teaching Strategies, and Delivery of Services

Standard: The Chapter 1 program is built on a thorough review of the evidence concerning the educational deficiences of the children to be served. In planning the content and teaching strategies consideration has been given to the relationship of the Chapter 1 program to the regular school programs. The Chapter 1 program has been planned to supplement and not supplant local or state programs and services.

Description of Each Project:

277

II C. **Staffing Plan**

Standard: The proposed staffing pattern is appropriate for the activities and services to be provided.

Describe the responsibilities of the Title I staff members - or insert job descriptions.

Exhibit 73 (page 20 of 23)

II D. Inservice Training

Standard: Inservice training will be geared specifically to the requirements of the Chapter 1 program and the needs of the Chapter 1 staff.

Write your plan to train Chapter 1 teachers, Chapter 1 aides and regular classroom teachers serving children in the program.

III. EVALUATION

Standard: The program includes specific evaluation procedures that are appropriate for the services to be provided and consistent with project objectives and/or the same outcomes. Adequate staff and other resources will be provided to implement the procedures.

Describe how the program will be evaluated. Be sure to follow State guidelines.

Exhibit 73 (page 22 of 23)

IV DISSEMINATION

Standard: The program includes provision for the dissemination of information to staff and parents for their use in planning and conducting projects, (i.e. the results of previous evaluations).

Describe:

V TIMELINE OF ACTIVITIES

References

Bessey, B. L., Brandt, D. A., Thompson, P. A., Harrison, L. R., Putman, K. E., & Appleby, J. A. A study of state management practices: Looking back at Title I and toward Chapter 1. Final Report. Palo Alto, CA: American Institutes for Research, 1982. (AIR-857-8/82-FR)

Gaffney, M. J., Thomas, C., & Silverstein, R. An analysis of the legal framework for state administration of Title I of the Elementary and Secondary Education Act of 1965. Washington, DC: Lawyers' Committee for Civil Rights Under Law, 1977.

Robinson, V. The clouded crystal of education audits: States to set compliance rules under new education law. Education Times, 1982, 3 (11), 4.

Committee on Education and Labor, U. S. House of Representatives. A Report on The Education Amendments of 1978, H. R. 15. Report No. 95-1137. Washington, DC: U.S. Government Printing Office, 1978.

Committee on Education and Labor, U. S. House of Representatives. Hearing on Title I Elementary and Secondary Education Act Regulations. H. Res. 423. Washington, DC: U.S. Government Printing Office, 1979.

U.S. Department of Education. Nonregulatory guidance to assist state educational agencies in administering federal financial assistance to local educational agencies for projects designed to meet the special educational needs of educationally deprived children under Chapter I of the Education Consolidation and Improvement Act of 1981. Washington, DC: U.S. Government Printing Office, April 1982.

APPENDIX A

Sources of Information on Chapter 1 Applications

The following are addresses of the Chapter 1 offices of the five states whose new Chapter 1 applications were used in Exhibits 69 through 73. Readers can use this list of states to obtain more information regarding these materials.

Supervisor, Chapter 1 ECIA
Colorado Dept. of Education
201 East Colfax Street
Denver, CO 80203

Coordinator, Chapter 1 ECIA
Michigan Dept. of Education
P. O. Box 30008
Lansing, MI 48909

Coordinator, Chapter 1
Mississippi Dept. of Education
P. O. Box 771
Jackson, MS 39042

Director, Compensatory Education
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Coordinator of Federal Programs
Vermont Dept. of Education
Montpelier, VT 05602